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ABSTRACT

This student text and teacher's guide feature current events and policy issues that are in discussion today. The books offer background on 20 important domestic and foreign policy issues and present arguments from both sides of key issues. The books are divided into three sections. Section 1, "The Federal Government," contains: (1) "The Clinton Administration"; (2) "The Congress"; and (3) "The Supreme Court." Section 2, "Domestic Policy Issues," includes: (1) "The Budget Deficit"; (2) "Constitutional Rights"; (3) "Crime and Drugs"; (4) "The Economy"; (5) "Education"; (6) "The Environment"; (7) "Health Care"; (8) "Immigration"; (9) "Poverty"; and (10) "Women and Minorities." Section 3, "Foreign Policy Issues," contains: (1) "Defense"; (2) "Democracy and Human Rights"; (3) "International Trade"; (4) "Nuclear Proliferation"; (5) "World Poverty and U.S. Foreign Aid"; (6) "East Asia"; (7) "Europe"; (8) "Latin America"; (9) "The Middle East"; and (10) "Russia." (EH)

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Current Issues

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Critical Issues Confronting the Nation and the World

1997 Edition

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Critical Issues Confronting the Nation and the World

1997 Edition

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The Close Up Foundation is a nonprofit, nonpartisan organization that teaches responsible participation in the democratic process through civic education programs and publications in government and citizenship. Since its founding in 1970, Close Up has developed new and better ways for young people, educators, and a widening circle of citizens of all ages to gain a practical understanding of how public policy affects their lives and how individual and collective efforts affect public policy. For information about Close Up's Washington-based government studies program, call 800-CLOSE UP.

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This book is a special lower-reading-level (LRL) edition of Close Up Publishing's popular Current Issues*, now in its twentieth year of use in classrooms across the country. Both the LRL edition and the standard edition cover the same timely domestic and foreign policy issues, but this version of* Current Issues *is specially written and designed for middle school students and for high school students and adults who may speak English as their second language or may need assistance with vocabulary and reading comprehension.*

For additional copies of the LRL edition or the standard edition of Current Issues*, call Close Up Publishing at 800-765-3131.*

Preface

This book is about current events and policy issues—topics that U.S. leaders and the American people talk about. Today, American men and women hear and read a great deal about national and international issues. Most of the stories tell Americans the news of the day or week, but they do not describe the history of the events or the issues. Some coverage of events and issues is intended to make Americans think a certain way about an issue but does not give both sides of the topic.

Current Issues has a different goal. This book gives its readers the background of twenty important domestic and foreign policy issues and presents arguments from both sides of key issues. Readers can then better understand today's news stories and also make up their own minds about where they stand on important issues.

The topics for *Current Issues* were chosen because they are important parts of what government officials have to deal with in the United States. The federal government is not involved in everything that becomes news. However, the government does affect much of what goes on in the United States and around the world. These government actions are discussed in *Current Issues*.

The United States needs informed citizens to make democracy work. The writers of *Current Issues* hope that the book's readers will be well informed on important issues when they vote in an election, state an opinion, or take a stand on an issue.

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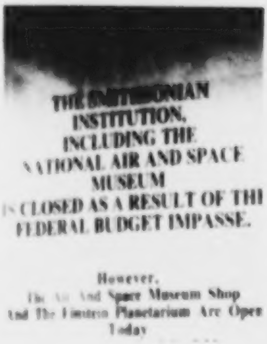
THE SMITHSONIAN
INSTITUTION,
INCLUDING THE
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The Federal Government

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Introduction

Every day, government officials make decisions about important issues. They make plans for solving problems in the United States and for building relations with other countries. The process for dealing with domestic and foreign policy issues is called public policy. Developing public policy is the government's way of meeting national goals. Such goals include defending the country and improving the economy. In the United States, the three branches of federal government—executive, legislative, and judicial—all play roles in making public policy.

The executive branch, which includes the president, **cabinet** departments, and federal agencies, has the constitutional duty to execute—to carry out—the laws of the United States. The executive branch, especially the president, also proposes policies. If Congress approves and gives money to the president's proposals, the president's **administration** carries them out.

The legislative branch—Congress—also makes public policy. The Constitution gives senators and representatives, called legislators, the power to form defense, trade, and other policies, as well as the power to collect and distribute money to carry out such policies.

The judicial branch makes judgments on disputes involving citizens and federal, state, and local governments. The judicial branch is made up of the Supreme Court and lower federal courts. Federal courts **interpret** the U.S. Constitution as well as the nation's laws and treaties. The Supreme Court can change public policy decisions by ruling that certain laws or practices violate the Constitution—they are unconstitutional. Decisions of the

cabinet—*a body of advisers for the president; each cabinet member heads a department*

administration—*government agencies and departments*

interpret—*to explain the meaning of*

priority—*an item on a list of many items that is most important*

Supreme Court usually stand as the law of the land. However, the Court may change a previous decision later. A Court decision can also be overturned if Americans amend, or change, the Constitution.

The federal government's **priorities** are always changing to reflect the needs and wishes of the people. In 1992, American elected a Democratic president, but in 1994, voters elected more Republicans than Democrats to be in Congress. As a result of this division of power, President Bill Clinton and the Republican-led 104th Congress have disagreed on many domestic and foreign policy issues.

The Clinton Administration

Americans vote for president and vice president on the Tuesday following the first Monday in November of every **leap year**. Both are sworn into office (inaugurated) at 12:00 noon on the following January 20. President Bill Clinton and Vice President Al Gore took office in January 1993, and their term will end in January 1997. They ran for a second term in 1996. Under the Constitution, a president can serve only two terms.

leap year—*a 366-day year that occurs every four years—1996, 2000, 2004, and so forth*

President

(The White House)

Bill Clinton, age 50, is the forty-second president of the United States. Before becoming president, he was governor of Arkansas from 1979 to 1981 and from 1983 to 1993. He was the Arkansas attorney general and a law professor at the University of Arkansas before becoming governor. During his administration, President Clinton signed free-trade and anticrime laws and pushed for peace in the Middle East and Bosnia. He also sent U.S. peacekeeping troops to Haiti and Bosnia.

Vice President

(The White House)

Albert Gore, Jr., age 48, was a U.S. representative from Tennessee for eight years and a U.S. senator for eight years. As vice president, he is an important adviser to the president, giving a lot of attention to the environment and the economy. He has also looked for ways to make government work better with fewer employees. In

1995 and 1996. Gore often met with members of Congress to try to find a way for Congress and the administration to agree on a new budget.

Cabinet

There are fourteen Cabinet departments. The first president, George Washington, had a cabinet made up of the secretaries of state, treasury, and war (now defense) and the attorney general. Cabinet members, who are important advisers to the president, are listed here in the order in which their departments were created.

(U.S. Department of State)

Secretary of State

Warren Christopher, age 70, was deputy secretary of state in the Carter administration and deputy attorney general in the Johnson administration. As head of the State Department, Christopher worked to set up a democratic government in Haiti and arranged talks between enemies in the Middle East and Bosnia. In 1996, he looked for ways to try to improve U.S. relations with China and Cuba.

(U.S. Department of Treasury)

Secretary of the Treasury

Robert E. Rubin, age 57, was named to head the Treasury Department in January 1995. Before becoming secretary, Rubin was the chairman of the National Economic Council. He worked for an investment company for twenty-six years before joining the Clinton administration. In 1995 and 1996, Rubin had to find ways for the treasury to pay the nation's bills while Congress and the president were trying to agree on a new budget.

(U.S. Department of Defense)

Secretary of Defense

William J. Perry, age 68, a former deputy defense secretary, became secretary of defense in 1994. Perry, who also worked in the Defense Department during the Carter administration, is an expert in military technology. A U.S. Army veteran, the secretary once taught engineering at Stanford University. In 1995 and 1996, Perry had to plan and watch over the sending of U.S. peacekeeping troops to Haiti and Bosnia.

(U.S. Department of Justice)

Attorney General

Before being chosen by President Clinton to head the Department of Justice, Janet Reno, age 57, was the state attorney for Dade County, Florida. As chief **prosecutor** in Dade County, she reformed the juvenile justice system and started a special court for drug offenders. In 1995, the attorney general led the investigation into the bombing of the Alfred P. Murrah Federal Building in Oklahoma City.

(U.S. Department of the Interior)

Secretary of the Interior

Bruce Babbitt, age 57, was governor of Arizona for nine years. As secretary of the interior, he looks after 500 million acres of parks, rangeland, wildlife refuges, forests, and recreation areas. Babbitt supports a policy for public land that says that its main use should be for recreation and to protect wildlife. He has also pushed for a plan to increase fees mining companies pay to take minerals from land owned by the federal government.

prosecutor—*a person who is the lawyer for the state in a criminal or civil trial*

Secretary of Agriculture

(U.S. Department of Agriculture)

Dan Glickman, age 51, became secretary of agriculture in January 1995. Before being named to the Clinton cabinet, Glickman served nine terms in the U.S. House of Representatives. While representing his district in Kansas, Glickman was an important member of the House Agriculture and Intelligence Committees. As secretary, he has had to manage a department that is changing because the government no longer gives as much money to farmers.

Secretary of Commerce

(Office of the Trade Representative)

In April 1996, President Clinton named Mickey Kantor, age 56, to be the secretary of commerce. Kantor replaced Ron Brown, who was killed in a plane crash in Croatia. Before moving to the Commerce Department, Kantor had been the U.S. Trade Representative. While in that office, he negotiated 200 U.S. trade agreements with other nations around the world.

Secretary of Labor

(U.S. Department of Labor)

Robert B. Reich, age 49, taught public policy at Harvard University from 1981 to 1993. Reich wants the Department of Labor to help strengthen the economy by encouraging companies to spend more on education and job training. The secretary, who wants the government to raise the minimum wage, has helped President Clinton put together his economic policies.

Secretary of Health and Human Services

(U.S. Department of Health and Human Services)

Donna E. Shalala, age 54, was **chancellor** of the University of Wisconsin from 1988 to 1993. Before that, she was an assistant secretary for housing and urban development and chair of the Children's Defense Fund. Secretary Shalala heads a huge department that is in charge of important and expensive programs including Social Security and Medicare.

Secretary of Housing and Urban Development

(U.S. Department of Housing and Urban Development)

Henry G. Cisneros, age 48, was the mayor of San Antonio, Texas, for four terms. He was the president of the National League of Cities in 1986. Cisneros is committed to **urban renewal** and establishing empowerment zones in parts of cities that need businesses and jobs. In 1996, the secretary faces running a department that received fewer dollars from Congress than in the past.

Secretary of Transportation

(U.S. Department of Transportation)

Federico F. Peña, age 48, was a Colorado state legislator for four years and a two-term mayor of Denver. In both positions he had to deal with transportation and planning decisions in a largely rural state. As secretary, Peña wants to find ways to improve safety on the nation's railroads and run a department that some members of Congress want to eliminate.

chancellor—*the highest-ranking official of a college or university*

urban renewal—*government programs to improve run-down city neighborhoods*

(U.S. Department of Energy)

Secretary of Energy

Hazel R. O'Leary, a 58-year-old lawyer, is a former vice president of an electric utility company in Minneapolis, Minnesota. O'Leary was an energy official in both President Ford's and President Carter's administrations. Heading a cabinet department that is in danger of being closed, O'Leary has had to answer charges by some members of Congress that she and her staff spent too much money on travel.

(U.S. Department of Education)

Secretary of Education

Richard W. Riley, age 63, was the governor of South Carolina from 1979 to 1987. In 1984, he worked to improve his state's schools by adding a one-cent increase in the sales tax. Riley has addressed such issues as college loans, school choice, and trying to get Congress to give money to the president's education program—Goals 2000: Educate America. His department also faces possible elimination by Congress.

(U.S. Department of Veterans Affairs)

Secretary of Veterans Affairs

Jesse Brown, age 51, was the executive director of the Disabled American Veterans for five years, having been seriously wounded in Vietnam. One of the largest cabinet departments, Veterans Affairs administers health care services and benefit programs for veterans and their families. Brown is very interested in programs to help homeless and drug-dependent veterans.

Key Presidential Advisers

Along with cabinet secretaries, other important officials give advice to the president. Although not actually members of the Cabinet, presidents commonly give some advisers Cabinet status. That means they attend Cabinet meetings. Several of the following advisers head large agencies or represent the United States in important world meetings.

(U.S. Mission to the United Nations)

Ambassador to the United Nations

Madeleine K. Albright, age 58, was a college professor and a National Security Council aide for President Carter. As ambassador, Albright has urged UN members to find ways to make the United Nations work better and respond more quickly to world problems. In 1996, she urged the UN Security Council to condemn Cuba for shooting down two U.S. civilian airplanes.

(The White House)

White House Chief of Staff

Leon E. Panetta, age 57, was a U.S. representative from California from 1977 to 1993. While chairman of the House Budget Committee, Panetta was considered the leading budget expert in Congress. He became President Clinton's chief of staff in June 1994 after serving as the president's director of the Office of Management and Budget. Panetta was very active in budget negotiations with Congress in 1995 and 1996.

(Central Intelligence Agency)

Director of Central Intelligence

President Clinton named John M. Deutch, age 57, as director of the Central Intelligence Agency in 1995. Before becoming director, Deutch was deputy secretary of defense. He also served as **provost** of the Massachusetts Institute of Technology and worked in the Department of Energy for President Carter. Deutch faces questions about the role and organization of U.S. **intelligence** operations in the post-Cold War world.

(The White House)

Chair of the National Economic Council

Laura D'Andrea Tyson, age 48, was named by President Clinton in 1995 to chair the council. She replaced Robert Rubin, who became secretary of the treasury. Before that, Tyson was the chair of the Council of Economic Advisers. A former economics professor, she is a strong supporter of free trade and one of the president's top economic experts.

(Environmental Protection Agency)

Administrator of the Environmental Protection Agency

Carol M. Browner, age 40, was the secretary of the Florida Department of Environmental Regulation from 1991 to 1993. As the administrator of the Environmental Protection Agency (EPA), she helped negotiate a plan to save **wetlands** by restricting development in these areas. Browner must deal with challenges from members of Congress who want all federal regulatory agencies, including the EPA, to have less power.

(U.S. Department of Justice)

Director of the Federal Bureau of Investigation

Louis Freeh, 46, became only the fifth man to head the Federal Bureau of Investigation (FBI) in its seventy-year history. Freeh, a former FBI agent, was a judge in New York before taking the ten-year term at the FBI—a part of the Department of Justice. In 1995, Freeh defended the FBI's actions in an incident near Ruby Ridge, Idaho, in which several people were killed in an arrest attempt.

(U.S. Department of Defense)

Chairman of the Joint Chiefs of Staff

General John Shalikashvili, age 60, serves as President Clinton's senior military adviser. Before his appointment as chairman of the **Joint Chiefs of Staff**, Shalikashvili served as special assistant to its former chair Colin Powell. The general has had to look after the sending of U.S. troops to Haiti and Bosnia and must deal with a smaller military that is getting less money from Congress.

provost—*a high ranking college administrator*

intelligence—*the gathering of secret information*

wetlands—*swamps or marshes usually reserved for wildlife*

Joint Chiefs of Staff—*a five-person group of top military officers in the Defense Department representing the army, navy, air force, and marines plus the chairman*

(AP Photo/Wilfredo Lee)

Director of the Office of Management and Budget

In April 1996, President Clinton appointed Franklin Raines, age 47, to be the director of the Office of Management and Budget (OMB). Raines took over for Alice Rivlin, who became a member of the Federal Reserve Board. Before becoming OMB director, Raines had been the vice chairman of the Federal National Mortgage Association and once worked in the Carter adminstration.

(The White House)

National Security Adviser

Anthony Lake, age 56, was a foreign service officer in the State Department from 1962 to 1970. From 1977 to 1981, Lake was the director of policy planning in President Carter's State Department. After that, he taught international relations at Mount Holyoke College. Lake was also a senior foreign policy adviser to the Clinton/Gore 1992 election campaign.

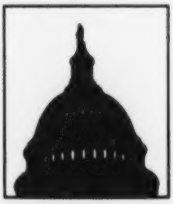
(Office of the U.S. Trade Representative)

United States Trade Representative

In April 1996, Charlene Barshefsky, age 45, was named by President Clinton to be the acting U.S. Trade Representative. She replaces Mickey Kantor, who became the secretary of commerce. Before taking her new job, Barshefsky had been Kantor's top **deputy** in the trade representative's office.

deputy—*a high-ranking assistant*

The Congress



There were many changes in the United States Congress in 1995. In November 1994, American voters elected more Republicans than Democrats to both the **House of Representatives** and the **Senate.** This election gave the Republican Party control of Congress for the first time since 1954.

The new Republican **majority** in the 104th Congress promised the American people that they would **balance the federal budget, reform** the **welfare** system, and improve the way Congress works. The goal of the new Republican-controlled Congress was to reduce the power of the federal government. Republicans generally believe that the government plays too big a role in the lives of the American people.

During the first year of the 104th Congress, the House of Representatives passed new bills to balance the budget and reform welfare. However, before a bill can become a law, that same bill must also be approved by the Senate and then signed by the president. Many of the bills passed by the House were either rejected by or were not voted upon in the Senate. In addition, President Bill Clinton, a Democrat, is against many of the Republican proposals, so he

House of Representatives—*legislative body made up of 435 representatives; states have varying numbers of representatives depending on how many people live in each state*

Senate—*legislative body made up of 100 senators—two from each state*

majority—*number greater than half of a total*

balanced budget—*a spending plan in which the government spends no more money than it collects*

reform—*to improve; to make more efficient*

welfare—*social programs designed to help needy and older Americans* stopped many bills from becoming law. A president's refusal to sign a bill passed by Congress is called a veto.

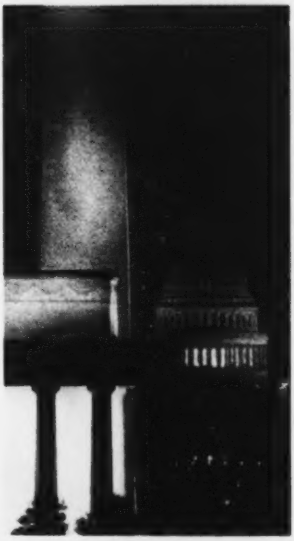
The New Republican Majority

During President Clinton's first two years in office, 1993 and 1994, he and the Democrats in Congress, who then held the majority, worked together to pass bills the president wanted. These included a budget deficit reduction bill, a crime bill, and two important free-trade agreements. However, some of the president's other proposals, including health care reform and a plan to change the way congressional political campaigns are funded, were not approved by Congress.

In 1994, the majority of the American public believed that Congress was not concerned with their problems. Because the Democratic Party had controlled Congress for forty years, many people blamed the Democrats for Congress's image. In 1994, Republican leaders in Congress introduced a plan called the "Contract with America." In the "Contract," Republicans promised the voters that if they were given control of Congress they would pass historic bills, including a balanced budget amendment and welfare reform. The "Contract with America" was popular with many Americans. In November 1994, voters elected more Republicans than Democrats to the House and Senate. In the 104th Congress, the Republican Party held a majority of 236 to 195 in the House and a 53 to 47 majority over the Democrats in the Senate.

The "Contract" After One Year. In the first 100 days of the 104th Congress, the House of Representatives approved nine of the ten proposals in the "Contract with America." However, the Senate failed to pass a balanced budget amendment to the Constitution and approved a welfare reform bill that was different from the House bill. A proposal to limit the number of terms a member of

Congress can serve in office was rejected by the House.



The U.S. Congress meets in the Capitol in Washington, D.C.

(Close Up Foundation/Renee Bouchard)

Congress vs. the President. The 1994 elections produced a divided government. A divided government occurs when one political party controls the executive branch of government, while the other party controls the legislative branch. Such a division often leads to tension between the two parties and prevents bills from being passed. This is what happened between the president and Congress in 1995.

President Clinton says he supports many of the goals of the Republicans, including a balanced budget, welfare reform, and government reform. However, the president and Democrats in Congress disagree with Republicans over how those goals should be reached. For example, President Clinton vetoed the welfare reform bill that Congress approved because he thought it would harm the children of people on welfare.

The big battle between the president and Republicans in Congress in 1995 and 1996 was over the federal budget. Both sides proposed plans they said would balance the budget. President Clinton vetoed the Republican plan because he said it cut too much money from programs he thought were very important. These programs include health care for older Americans, education, and environmental protection. Republicans said that the numbers in the president's budget proposal were wrong and that he was not serious about balancing the budget. The two sides were unable to agree on a budget. The federal government had to be shut down in November and December 1995 because the fight over the budget meant that

In 1995, the Republican-controlled House of Representatives passed all but one of the items in the "Contract with America." The House failed to approve a term limits law. Here, Speaker of the House Newt Gingrich holds a press conference to promote term limits for members of Congress.

(Close Up Foundation/Renee Bouchard)

the government did not have enough money to keep running. Congress and the president agreed to pass a special bill to reopen the government. However, the dispute over the larger spending issues in the budget was not settled until April 1996.

Reforming Congress

Most Americans say they have a low opinion of Congress. They believe that Congress does not work for the people and that its members do too many favors for companies and individuals who give them a lot of campaign money. Many Republican and Democratic members of Congress believe that the nation's legislative body needs to reform itself. They want to win back the public's trust and respect. Two major proposals to change how Congress works are term limits and campaign finance reform.

Term Limits. A term for a representative is two years and for a senator is six years. However, the U.S. Constitution does not set limits on the number of terms members of Congress may serve. Many Americans favor term limits for their representatives and senators in Washington. Many state governments passed laws limiting the number of terms for their members of Congress. However, the U.S. Supreme Court in 1995 ruled that states do not have the right to limit the terms of legislators in the federal government. The Court added that the only way the people could set such limits was through a constitutional amendment. Supporters of term limits in Congress tried to pass such an amendment, but failed to win enough votes.

Those Americans who favor term limits believe that Congress is made up of politicians who have served in the House and Senate too long and have lost touch with the American people. They believe that holding office in Congress should be public service, not a career. Term limit supporters argue that new representatives and senators would spend more time serving their **constituents** and less time raising money for their reelection campaigns. In addition, these new legislators would bring to Washington new ideas and the courage to make tough decisions.

Many people are against term limits because they believe that only the voters of a state should decide how long they want their senators and representatives to stay in office. They point out that the American people can use the voting booth to limit terms. As an example, they point to the 1994 elections, when the people voted many members of Congress out of office. Opponents of term limits point out that more than half of the 535 members of the 104th Congress have been elected since the mid-1980s. They say this disproves the argument that representatives and senators are in Washington for

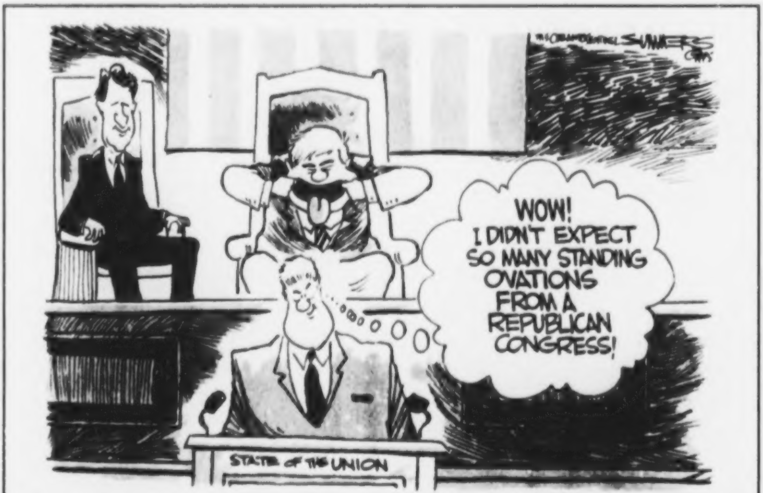
A joint session of Congress meets to hear President Bill Clinton's State of the Union Address in January 1996. In the State of the Union, the president tells the Congress and the American people what the administration's economic, social, and foreign policies will be in the upcoming year.

(U.S. House of Representatives)

constituents—*the citizens who elect a member of Congress to represent them* too long. Some experts believe that term limits will also make Congress less effective because good, hard-working members will be forced to leave. Many argue that it takes years for new members of Congress to learn how to legislate and understand how Congress works. If there were term limits, they say, once members of Congress learned their jobs, their time in Congress would have ended.

Campaign Finance Reform. Many Americans believe term limits are necessary because congressional elections are becoming so expensive. Many citizens simply cannot run a campaign against a sitting member of Congress because it costs too much.

Spending on congressional campaigns has increased a great deal since 1980. In that year, the average winning candidate for the House of Representatives spent $178,000; in 1994, the average cost of victory was more than $520,000. In 1994, the average winning candidate for the Senate spent $4.4 million. Experts say campaigns have become so costly because most candidates rely on television and radio to get their message to the people. It is very expensive to buy time on television and radio.


SUMMERS
WOW! I DIDN'T EXPECT SO MANY STANDING OVATIONS FROM A REPUBLICAN CONGRESS!
STATE OF THE UNION

(Reprinted with permission: Tribune Media Services.)

Congressional Retirements

The 105th Congress that will take office in January 1997 will feature many new faces in both the House and Senate. As of May 1996, fifteen senators and thirty-eight representatives had announced they were leaving Congress. These members of Congress pointed to different reasons for their leaving. Among them were family concerns and disgust with the tensions and fighting between the two political parties. In addition, one senator and two representatives resigned in 1995 because of legal troubles. Senator Bob Dole (R-Kans.) resigned his seat to campaign for president.

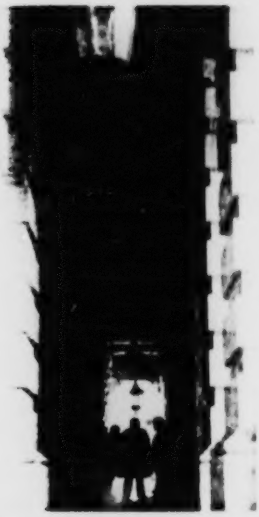
Because of the high cost of running for reelection, members of Congress spend a lot of time fundraising, or asking for money from friends and supporters. Most citizens who want to run against a member of Congress in an election cannot raise the money necessary to run a good campaign. Therefore, many Americans believe that laws about how campaign money is raised should be changed to make it fairer for all candidates.

Many observers believe that money has made American politics and government more corrupt. Large numbers of Americans believe that when a member of Congress accepts a great deal of money for an election campaign, he or she is in some way controlled by the person or organization who gave that money. They believe that contributions like that may end up influencing how lawmakers vote in Congress.

The Influence of PACs. There is a lot of controversy over organizations called political action committees, or PACs. PACs are tools through which **special interest** groups raise and give money to political campaigns. For example, there are PACs that are concerned with protecting the environment and there are PACs that

special interest—*a person or group seeking to promote their own cause or beliefs by influencing legislation or a government policy* want less environmental protection. These PACs raise money and give large donations to candidates who favor their cause. Experts estimate that there are now more than 4,000 PACs representing various special interests.

Many Americans, including some members of Congress, want to **ban** PACs. They argue that PACs "buy" members of Congress with large campaign contributions. As a result, certain representatives could be controlled by a few special interests, and not pay enough attention to the thousands of constituents who elected them. However, others say that PACs do represent the interests and issues that are on the minds of most Americans. They say that to abolish PACs would be a violation of citizens' right to participate in and influence the way government works.



Many Americans believe that lobbyists and special interest groups have too much influence in Washington. Some members of Congress favor banning political action committees.

Close Up Foundation/Renee Bouchard

ban—*to do away with*

In 1995 and 1996, Congress debated a bill that would ban political action committees. In addition, the bill would offer free broadcast time for candidates so that candidates who do not have much money could address the voters on television and radio. Another proposal in the bill would require each candidate to raise more than half of his or her campaign funds from people who live in the candidate's home state. However, many observers believe that passing strict campaign finance reform will be difficult because many members of Congress view such legislation as threats to their own reelection.

The Supreme Court

The government of the United States is made up of three parts, or branches. The legislative branch makes laws, the executive branch enforces those laws, and the judicial branch explains the meaning of laws and the Constitution. There are different kinds of federal courts, but the Supreme Court, which is located in Washington, D.C., is the most powerful and most important court in the United States.

The Supreme Court has nine judges, who are called justices. One of the nine justices, the chief justice, is the leader. The others are associate justices. Supreme Court justices are appointed by the president, but the Senate must approve the person the president appoints. Justices serve on the Court for life, unless they resign (quit) or are removed through **impeachment.**

The nine justices of the Supreme Court review a small number (only eighty-two in 1994/95) of cases, or appeals, from decisions made by lower federal and state courts. Since the Supreme Court has time to review only a few cases, the cases chosen often involve unusual or important legal issues. A majority (five or more) of justices must agree for the Court to reverse or to let stand a decision made by a lower court. All Supreme Court decisions are final because it is the highest court in the country.

impeachment—*finding a public official guilty of misconduct and removing that person from office*

Supreme Court rulings have greatly affected the lives of many people. For example, in 1954, the Supreme Court under Chief Justice Earl Warren ruled that it was wrong to have separate schools for children of different races and that racial segregation should be ended. The Warren Court also said that the government could not require or support prayer in public schools.

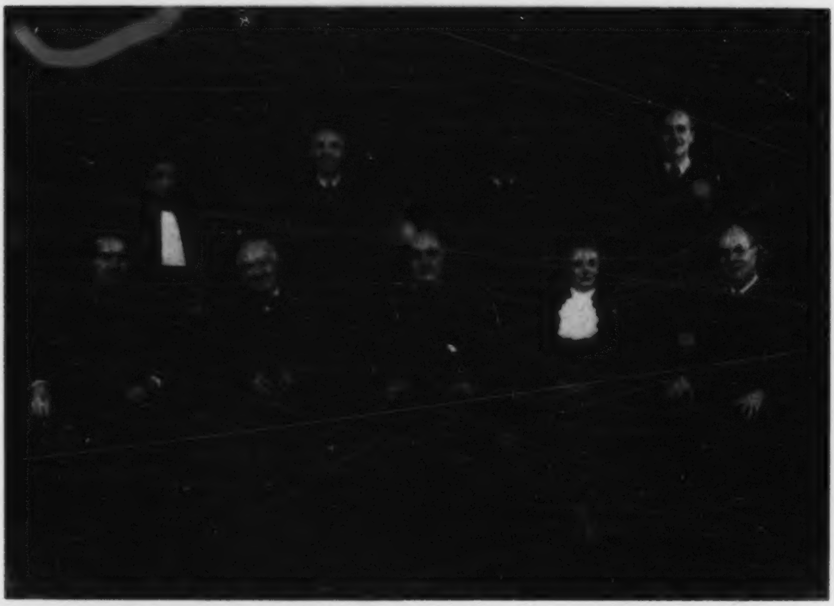
Throughout the 1960s, the Supreme Court continued to promote the rights of the people. For instance, the Court approved the busing of students between neighborhoods to make public schools racially mixed. Later, the Supreme Court upheld affirmative action, which is a plan to help minorities and women gain better jobs. In 1973, the Court ruled that women have the right to choose to have abortions.

However, some of the decisions made when Earl Warren was the chief justice were limited by the Supreme Court under the next chief justice, Warren Burger. For example, the Court under Earl Warren had created strict rules for police to follow so that the rights of suspects were not violated. However, the Burger Court ruled that police officers may commit minor, unintentional violations of some **constitutional rights** to prevent criminals from going free.

The Supreme Court underwent big changes during the Reagan and Bush presidencies. During his eight years in office, President Ronald Reagan named three new associate justices and a chief justice to the Court. In 1981, President Reagan appointed the first woman to serve on the Supreme Court, Sandra Day O'Connor. In 1986, Reagan picked Associate Justice William Rehnquist to replace the retiring chief justice, Warren Burger. Reagan then chose Antonin Scalia as an associate justice. President Reagan appointed Anthony Kennedy to the Court in 1987.

President George Bush appointed David Souter as an associate justice

constitutional rights—*certain rights, including freedom of religion and freedom of speech, that are guaranteed to all Americans by the U.S. Constitution and its Bill of Rights*



Supreme Court justices, from left to right: Antonin Scalia, Ruth Bader Ginsburg, John Paul Stevens, David H. Souter, William H. Rehnquist, Clarence Thomas, Sandra Day O'Connor, Stephen G. Breyer, and Anthony M. Kennedy. (Supreme Court Historical Society)

in 1990. The following year, he named the Court's second black justice, Clarence Thomas, to replace Justice Thurgood Marshall, who retired. Marshall was the first African American on the Court.

A few months after President Bill Clinton took office in 1993, he named Ruth Bader Ginsburg as an associate justice to replace Justice Byron White, who retired. In May 1994, Clinton selected a former federal appeals court judge, Stephen G. Breyer, to replace Justice Harry Blackmun, who retired.

Supreme Court justices interpret the law, and appointments are often controversial because of the power the Court has. All presidents try to select justices who share their own points of view about government. But just as politicians often disagree about policies, they also disagree about the values and ideas that they think a Supreme Court justice should hold.

- **conservative**—*a person who favors a smaller role for government institutions and a larger role for individual citizens*
- **liberal**—*a person who favors an active government role in promoting economic and social equality*
- **discrimination**—*treating a person unfairly because of his or her race, gender, or religion*

Most law experts expected the Court under Chief Justice Rehnquist to go along with the conservative ideas of Ronald Reagan and George Bush. In many cases it has. However, several Reagan and Bush appointees have shown some views that are different from those of the presidents who appointed them. For example, it did not surprise many experts that Justices O'Connor, Kennedy, and Souter supported some restrictions on abortion because many **conservatives** generally favor this. Yet these three justices voted to prohibit prayer at school ceremonies—a decision supported by many **liberals.**

In its 1994/95 term, the Court made important decisions about affirmative action, school desegregation, and congressional redistricting (how representatives are elected). The Court's most important cases in 1994/95 included the following.

- *Adarand Constructors, Inc. v. Peña*
  The Court ruled that affirmative action programs—programs that are supposed to help women and racial minorities get jobs or educational opportunities—may be used only if a program is trying to make up for a specific act of **discrimination** against women or racial minorities.

- *Miller v. Johnson*
  Each state government divides its state into congressional districts. Voters in each of these districts must decide the man or woman who will represent that district in the U.S. House of Representatives. Some states that had treated racial minorities unequally years ago made sure that when they

created the districts, some districts had a population that was more than 50 percent minority. Racial minorities would then have a better chance of electing a representative who was a member of that minority group. In this case, the Supreme Court ruled that state officials could not design congressional districts using race as the only factor.

- *Rosenberger v. University of Virginia*
  The Court ruled that students from a state university can publish a religious magazine. Earlier court decisions ruled that the U.S. Constitution would not allow a state-supported university to support a specific religious publication.
- *U.S. Term Limits v. Thornton*
  The Court ruled that citizens who want to limit the number of years a representative from their state can serve in the U.S. Congress must change the U.S. Constitution, not just their state constitutions.

The Supreme Court building was opened in 1935. Before that, the Court did not have a building of its own. From 1789 to 1935, it met in various rooms of the Capitol building. The Supreme Court building looks like a classic Greek temple.

(Close Up Foundation/Renee Bouchard)

- *Vernonia School District 47J v. Acton*
  Students who play sports at school may be asked to take a drug test. The test will show if the student took illegal drugs. The Court said that school officials do not need a reason to ask a student to take a drug test.

In the 1995/96 term, the Supreme Court will decide important cases about homosexual rights and the boundaries of some congressional districts.

The Supreme Court

Justice	Age	Appointed By	Year Appointed
William H. Rehnquist*	72	Nixon	1971
John Paul Stevens	76	Ford	1975
Sandra Day O'Connor	66	Reagan	1981
Antonin Scalia	60	Reagan	1986
Anthony M. Kennedy	60	Reagan	1987
David H. Souter	57	Bush	1990
Clarence Thomas	48	Bush	1991
Ruth Bader Ginsburg	63	Clinton	1993
Stephen G. Breyer	58	Clinton	1994

*Appointed chief justice by Reagan in 1986

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Introduction

All Americans think about public policy issues such as education, unemployment, crime, health care, and poverty. Economic and social problems affect the daily lives of almost every person living in the United States. The government plays a big role in addressing domestic issues.

Each year lawmakers face hard decisions about how much the government should be involved in people's lives. Of course, the U.S. Constitution sets limits. The First Amendment, for example, protects people from government interference by guaranteeing the freedoms of religion, speech, and press. However, Americans disagree about how broad these protections are and how much the government should limit people's rights. Policymakers try to balance the level of government involvement with the needs and wants of the people.

During the first 150 years of the United States, the federal government was not very involved in the day-to-day lives of the people. Decisions about everyday life were left to state and local governments and to the people themselves. But the Great Depression of the 1930s changed the role of the federal government. Poverty was so widespread that state and local governments could not take care of the millions of people who needed help. President Franklin Roosevelt and Congress decided that the federal government needed to become more responsible for the nation's "general welfare"—a term mentioned in the Constitution. Thus, federal lawmakers started government programs to help needy Americans. Over time, the government in Washington took over many responsibilities that were once taken care of by state and local governments.

During the 1960s, the federal government tried to solve even more problems in U.S. society. President

Lyndon Johnson started a national effort to end poverty and discrimination. Congress created federal programs to provide needy citizens with education, jobs, medical care, food, and housing. At President Johnson's urging, Congress also passed civil rights laws banning discrimination in education, housing, and voting. In the 1970s, the federal government became involved in energy and environmental issues.

Many Americans believe that only the federal government has the power to deal with problems in American society. They think that it should be up to the president, Congress, and the Supreme Court to tell factories not to pollute the air, make sure that employers do not discriminate against women and minorities, and see to it that all citizens receive fair treatment in education, housing, and employment.

However, other Americans think that the federal government is too involved in their lives. Many argue that the government in Washington, D.C., makes decisions that should be made by states, communities, and individuals. In the 1990s, the public's disapproval of the federal government is high; many people view government as the problem, not the solution.

How can poverty best be reduced? How can the nation's health care system be improved? Should immigration be restricted? These and other domestic policy questions are being debated by lawmakers at all levels of government.

The Budget Deficit

For several days in November and December 1995, the federal government shut down. Government-run museums, national parks, and federal agencies closed, and more than half a million government workers were sent home. Why did this happen?

The cause of the shutdown was the battle between President Bill Clinton and the Republicans in Congress over the federal **budget.** Both sides said they wanted to balance the budget, but they could not agree how. What programs should be cut? Should taxes be lowered or raised? These were some of the questions the president and Congress were trying to answer during the intense budget **negotiations.**

The federal government spends about $1.6 trillion each year. This money pays for hundreds of government programs. However, for each of the last twenty-seven years, the government has spent more money than it has collected in taxes. This practice leads to budget deficits. But many Americans believe that the federal government should balance its budget, just like households and many state governments across the country do every year. Achieving this goal, however, would require deep cuts in spending, tax increases, or both. These are the main issues that lawmakers and the president have been debating over the past two years.

budget—*a plan that lists the amount of money available for programs*

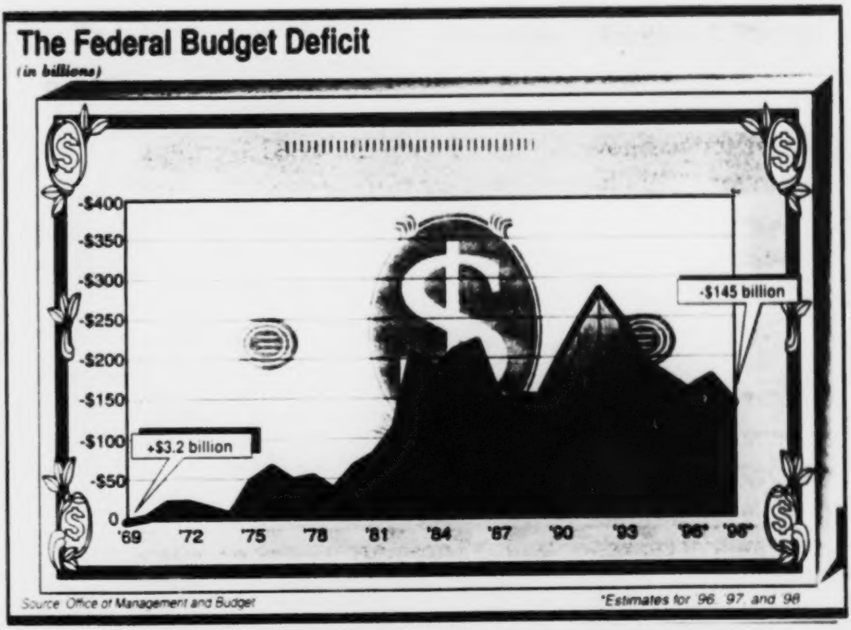
negotiations—*a discussion to resolve disputes and reach a compromise*

Background

Budget Deficits and the National Debt

A Government in Debt. The last year the federal government had a budget surplus—spending less money than it collected in revenue—was 1969, Richard Nixon's first year as president. Every year since then, the government has spent more than it has taken in. In the early 1970s, the deficit was smaller; in 1974, it was only $10 billion. However, during the 1980s, the deficit soared past $150 billion. By 1991, it had reached $250 billion.

In 1996, the deficit went down to about $155 billion. Some observers give the credit to President Clinton's 1993 deficit reduction bill, while others say it is mainly the result of the growing American economy. When the



The budget deficit measures the difference between the amount of money the government takes in and the amount of money it spends each year.

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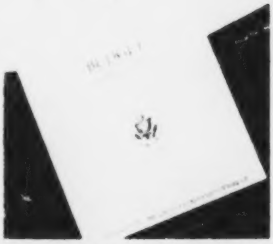
economy grows, more people find jobs and therefore pay more taxes. This money goes to the federal government.

The National Debt. The national debt is the sum total of all the budget deficits the government has created over the years. The national debt surpassed $5 trillion in early 1996. Budget experts predict that by 2003, the debt could top $7 trillion, unless action is taken to dramatically reduce the deficit each year.



The president of the United States is required by law to submit a budget to Congress every February.

Close Up Foundation/Renee Bouchard

What's the Problem? Although deficits have been a part of government spending for more than twenty-five years, the American public did not pay much attention to this problem until the 1992 presidential elections.

During the 1980s, the U.S. economy grew; unemployment and inflation were low. Many people's **standard of living** improved. However, the budget deficit and the national debt increased. In 1980, the debt was $1 trillion; by the end of the decade, it was $3 trillion. Despite the strong economy, government spending on defense and costly social programs grew faster than the economy was growing.

The weak economy of the early 1990s caused many Americans to worry about how large deficits affect the economy. Budget deficits can hurt the economy in several ways. First, to pay the government's bills, the U.S. Treasury has to borrow money from banks and other lenders. This money, say many economists, would be better used if it were invested in research and development and in job training—two ways the government can try to help the economy.

In addition, when the government borrows money, it is competing with other borrowers, including individuals

standard of living—*a measure of the necessities and comforts that people have in their day-to-day lives* and businesses. When there is a high demand for loans, the interest rate—the price for borrowing money—goes up. Higher interest rates keep people from spending, which in turn slows the economy.

Investing in the Future. Because the deficit and the debt use so much of the country's savings, harming the economy in the process, many experts say that future generations of Americans will be hurt the most. Many Americans believe that citizens of the twenty-first century will not have the same high standard of living as Americans did in this century. They say that it is very important that lawmakers do something soon to eliminate the deficit so that money can be used to invest in the country's economic future.

Federal Spending: Where Does the Money Go? The federal government spends about $1.6 trillion a year on many different programs and agencies. This money pays for health care for older Americans, environmental protection, military operations overseas, disaster relief, highway construction, and much more.

Money for Nothing

The government pays about $240 billion in interest on the national debt. The following are just a few of the projects and programs for which this money could be used.

- *train 1 million unemployed workers*
- *put more than 250,000 police officers on the street*
- *pay the entire operating budgets of the legislature, the judiciary, and the executive office of the president*
- *fund the FBI, the State Department, and the Environmental Protection Agency*
- *fund all the highway construction, highway safety, mass transit, and railroad projects for one year*
- *educate half a million students for two semesters at public colleges*
- *build 200,000 homes for disaster victims and for the homeless*

Government spending is divided into four main categories: (1) defense, (2) nondefense discretionary, (3) mandatory, and (4) interest on the national debt. Defense spending takes up about $250 billion every year. Nondefense discretionary spending are for programs that are adjusted by the president and Congress every year. During the budget process, they decide how much money is to be spent on various programs, such as education and foreign aid.

Mandatory spending consists of all programs that the law says Congress has to fund. These programs are called entitlements because any person who qualifies is entitled to receive benefits. For example, all Americans aged 65 and over are entitled to Social Security and Medicare, and families with incomes of about $15,000 or less are entitled to welfare benefits. Entitlements now consume more than half the federal budget and are the fastest-growing part of the budget.

When the federal government runs a deficit, it has to borrow money to pay it off. Like individuals and companies, the government has to pay interest to borrow money. The annual interest on the U.S. national debt is now about $240 billion each year. This money could be used to balance the budget if the government did not need to use it for interest.

The Federal Budget Process

Every year, Congress and the president have to sort through all the various spending programs and tax proposals to create a budget for the upcoming year. A federal budget covers a fiscal year—a twelve-month period beginning on October 1 and ending on September 30. (Fiscal year 1997—FY97—began on October 1, 1996.) The president and Congress have to decide and agree on what programs are the most important for the country. Should crime prevention be given more money? How about health care? Should education spending be

The Federal Budget

In February 1996, President Clinton submitted a budget for fiscal year 1997 for $1.55 trillion. The budget also estimates spending for fiscal year 1998.

(outlays in billions of dollars)

	FY96	FY97	FY98
National Defense	$ 263.3	$ 254.4	$ 258.8
International Affairs	**16.3**	**16.6**	**15.3**
General Science, Space, and Technology	16.7	17.4	16.1
Energy	**2.0**	**1.4**	**2.0**
Natural Resources and Environment	20.7	21.9	21.1
Agriculture	**6.9**	**8.5**	**8.7**
Commerce and Housing Credit	9.3	12.1	12.7
Transportation	**37.1**	**42.5**	**35.5**
Community and Regional Development	11.9	9.1	8.6
Education, Training, Employment, and Social Services	**53.9**	**55.3**	**57.1**
Health	110.9	134.7	141.2
Medicare	**178.0**	**189.9**	**204.7**
Income Security	221.0	228.8	249.4
Social Security	**351.6**	**369.4**	**387.6**
Veterans Benefits and Services	38.8	39.5	38.5
Administration of Justice	**21.3**	**23.9**	**24.7**
General Government (Congress, Treasury Department, and Government Services Administration)	13.6	14.6	14.4
Net Interest	**241.1**	**238.0**	**236.0**
Allowances	-0.3	-0.1	-0.1
Undistributed Offsetting Receipts (civilian retirement contributions and income earned from leasing or sale of government assets)	**-42.3**	**-41.0**	**-42.4**
Totals*			
Budget Outlays*	$1,577.4	$1,635.3	$1,675.9
Revenues	$1,420.8	$1,479.0	$1,546.3
Deficit	$ 156.6	$ 156.3	$ 129.6

*Note: Discrepancies may occur due to rounding of budget figures.

Source: Office of Management and Budget

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reduced? Preparing the federal budget is a long and complex job. The process involves a year or more of studying numbers, debating issues, and negotiating proposals by the president and Congress.

The President Proposes a Budget. Every year, the president sends a budget proposal to Congress for approval. The president's budget is prepared by the Office of Management and Budget (OMB). The president relies on the OMB director to produce a budget reflecting what issues and programs the administration believes are most important. For example, the president may want to increase spending on defense, education, and job training, and decrease spending on welfare and foreign aid. These requests will show up in the president's budget.

As they prepare the administration's budget, the president and his economic advisers have to decide what programs will shrink and what programs will grow. They must also decide whether taxes are going to go up, go down, or stay the same. With the help of the OMB, the president sets specific dollar amounts for every spending program. The president gives the administration's budget to Congress usually no later than the first Monday in February.

Congress Debates the President's Budget. Under the Constitution, only Congress has the power to raise revenue (from taxes) and **appropriate** money. Therefore, Congress has to approve the president's budget before it can go into effect. However, Congress usually makes changes to the president's budget. There are 535 members of Congress (100 senators, 435 representatives), and most have their own opinions on how federal money should be spent and whether taxes should go up or down.

appropriate—*to give money for a specific use*

The Appropriations Process. In the spring and summer, the appropriations committees in the House and Senate meet to talk about specific spending and tax proposals offered by the president or by members of Congress. Each appropriations committee has about thirteen subcommittees—one for each budget category. For example, there are appropriations subcommittees on defense, transportation, energy, and agriculture. Each subcommittee holds hearings on the budget proposals before them. In these hearings they question and listen to people who are most concerned with how federal money in this area is spent. After hearings and debates are complete, the subcommittee writes a bill either approving (often with changes) or rejecting the president's proposal. This is called the appropriations process. All thirteen appropriations bills are then combined into one large bill. This large bill, which is the budget, is then voted on by the House and Senate, usually in August. After approval from Congress, the budget goes to the president for signature.

The Battle over the Budget. In most years, the budget process occurs without major conflict. There are always disagreements between members of Congress and the president, but each side usually compromises and an agreement is soon reached.

However, in 1995 and 1996, the disagreements between Democrats and Republicans over the FY96 budget and future budgets turned into a major battle. Republicans wanted to reduce the size of the government. But Democrats, including President Clinton, wanted to protect certain programs from spending cuts.

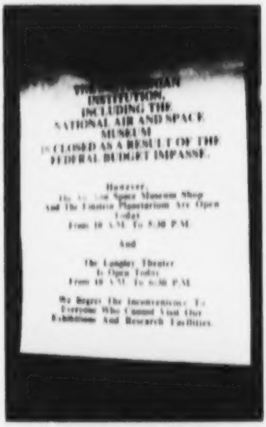
In February 1995, the president offered his first budget proposal to Congress. His budget foresaw deficits of $200 billion over the next six years. The Republicans wanted to stop further deficit spending and immediately rejected the president's budget. They set out to create their own budget plan that would eliminate the deficit by 2002. Republican proposals included cutting the growth of Medicare and turning control of welfare programs over to the states.

Two Balanced Budget Proposals. In June 1995, President Clinton came back with his own balanced budget plan. His plan, however, was different because it erased the deficit over nine, instead of seven, years. President Clinton believed that this would give the country more time to adjust to the spending cuts needed to balance the budget. His proposal contained smaller changes in Medicare, Medicaid, and education.

However, the Republicans in Congress doubted that the administration was serious about balancing the budget. They pointed out that only months earlier President Clinton had proposed a budget with huge deficits. Republicans thought he was only offering a balanced budget to score political points with American voters.

In November, the Republican budget plan passed both houses of Congress, but President Clinton vetoed it. He said the spending cuts in the Republican's budget were "too severe." Although the fiscal year (FY96) started on October 1, the federal government still did not have a budget as fiscal year 1995 came to a close.

The Government Shuts Down. Every year, federal programs run out of money on October 1, the beginning of the new fiscal year. Before that deadline arrived in 1995, Congress passed a resolution extending funding for federal programs to November 13. Most lawmakers assumed a budget agreement would be signed by November 13. However, the standoff between President Clinton and Congress continued past this deadline. On November 14, the federal government ran out of money and had to shut down. Most agencies closed their doors, sending 800,000 federal workers home.



In November and December 1995, the federal government had to shut down because of the budget stalemate between the Republican Congress and President Clinton. Short-term spending bills kept the government functioning as negotiations proceeded.

(Close Up Foundation/Renee Bouchard)

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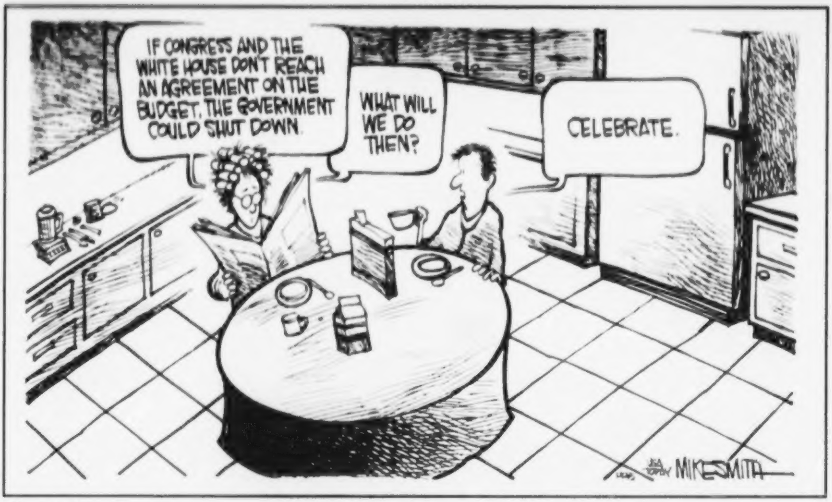
IF CONGRESS AND THE WHITE HOUSE DON'T REACH AN AGREEMENT ON THE BUDGET, THE GOVERNMENT COULD SHUT DOWN.
WHAT WILL WE DO THEN?
CELEBRATE.
USA TODAY MIKE SMITH

(Mike Smith, The Las Vegas Sun)

National parks and museums across the country were closed to the public.

On November 20, President Clinton and Congress agreed on a temporary spending measure—called a resolution—to reopen the government for another month. The president agreed to support a balanced budget over seven years. Meanwhile, congressional Republicans promised to be more flexible in preserving some programs the president thought were important.

Nevertheless, the two sides were still unable to come to an agreement over specific dollar amounts and the government shut down for a second time on December 16. This time the government stayed closed for twenty-one days. The American public demanded that the government reopen and pressured the president and Congress to reach another agreement. Another temporary spending agreement reopened the federal government; still, no long-term seven-year agreement was in sight. By March 1996, although fiscal year 1996 was already eight months old, no budget for FY96 had been agreed upon. Finally, the president and Congress agreed on a budget for FY96 in April 1996. However, the two sides were still unable to agree on a seven-year balanced budget plan.

Current Issues

A Balanced Budget Amendment. Many people believe that an amendment should be added to the Constitution that would force Congress and the president to pass a balanced budget every year. In 1995, Congress voted on a balanced budget amendment. Although it was approved by the House of Representatives, the amendment was rejected by the Senate by only one vote. Congressional Republicans, who led the effort to pass the balanced budget amendment, promised to try again in 1996.

Supporters of the balanced budget amendment argue that the president and Congress do not have the courage to make decisions about spending cuts and possible tax increases that may be unpopular with the public. Many senators and representatives have been afraid to make these decisions because they fear they may be voted out of office. Therefore, they say, a constitutional amendment forbidding Congress to create budget deficits is necessary. Such an amendment would give lawmakers some protection from angry voters.

Opponents of the balanced budget amendment believe that it is too strict. They worry that a constitutional amendment would make it impossible for the government to enact emergency deficit spending during wars, economic recessions, or natural disasters. Some experts believe that making a balanced budget part of the Constitution would lead to involvement with the Supreme Court in budget disputes. In addition, critics say that while the deficit must be reduced, requiring a balanced budget is unnecessary. They say it could hurt both the economy in the short term as well as millions of Americans who rely on government assistance to get by in life.

Social Security has given some financial security to America's retired workers for sixty years. However, Social Security is projected to run out of money early next century. Many lawmakers want to change the system so that this does not happen.

(Close Up Foundation/Renee Bouchard)

Reforming Social Security. Millions of retired Americans get a check each month from Social Security. In 1995, the Social Security program turned sixty years old. Many praise Social Security as one of the federal government's great accomplishments. Others, however, believe the program is unfair and is in bad financial trouble.

Social Security is paid for by taxes that are taken out of the paychecks of individual workers. The money being taken out of the paychecks of today's workers pays for the Social Security benefits for today's retirees. Social Security has been called a "contract between generations." However, in the coming decades, the number of Americans who will retire will grow at a faster rate than the number of Americans who will enter the workforce. This means there will be fewer workers to support the Social Security system. This development has led many to believe that the program's funds may be all used up by the time today's workers retire. To keep Social Security solvent, or financially secure, most experts agree that major reforms are needed.

Some propose that Social Security be means tested. Now all retirees receive full benefits, regardless of how rich or poor they are. However, under means testing, a retiree's income would determine how much Social Security he or she would receive. For example, one plan says that retirees with annual incomes of more than $100,000 would not receive as much as retirees with incomes of $20,000.

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Supporters of means testing think that it is the fairest way of reforming Social Security. Many Americans believe it is absurd that the government pays benefits to wealthy older citizens even after they have received back the amount they paid into the system with their taxes while they were working. Many argue that these older Americans can afford to have their payments reduced, whereas retirees with low incomes cannot afford these reductions.

However, critics of means testing charge that such a change would violate the "social contract" between the government and the retired population of the United States. Opponents of means testing argue that these Americans worked hard all their lives and had money taken out of their paychecks with the understanding that they would receive full Social Security benefits during their retirement. In addition, many experts believe that a test that asks retired people how much money they make and have would cause some Social Security recipients to hide parts of their income so they could receive full benefits.

Outlook

Many experts believe that the battle over the budget was a positive sign that Congress and the president are getting serious about balancing the budget. Others are not quite so certain. They believe that as the American public becomes more aware that a balanced budget means either painful spending cuts or higher taxes (or both), support for the measure will go down. Those who think that the national debt is the biggest problem facing the country hope that lawmakers will honor their promises to balance the budget. These Americans believe it is important that future generations of Americans are not burdened with a crippling national debt.

The Debate

The Budget Deficit

Congress Should Pass a Balanced Budget Amendment.

PRO

The president and Congress do not have the political courage to make the difficult decisions needed to balance the budget. Unless the deficit is erased, the U.S. economy will greatly suffer and destroy the "American dream" for generations to come. An amendment to the Constitution is the only way to ensure that Washington takes the unpopular but necessary steps to end the federal government's habit of deficit spending.

CON

Although the deficit needs to be reduced, passing a balanced budget amendment is not the way to do it. Such an amendment limits the power of the government to spend money in times of economic recession or natural disaster when deficit spending is needed. In addition, an amendment to the Constitution could lead to the U.S. Supreme Court having to decide budget issues—a role reserved for elected officials only.

Social Security Should Be Means Tested.

PRO

Social Security is running out of money. To keep the program going, taxes may have to be raised on workers, or Social Security benefits may have to be drastically cut. To avoid this, reforms have to be made now. Means testing Social Security is the fairest and most effective idea. Reducing the benefits of retirees with high incomes would save a lot of money and help keep the program alive.

CON

Social Security is a contract between the federal government and older Americans and should not be broken. All Americans who have paid into the system throughout their working years are entitled to the same level of benefits as everyone else, regardless of income. Means testing Social Security would take money out of the hands of retired citizens, leaving them without an important source of income.

Constitutional Rights

In 1787, the current form of the U.S. government was created under a new document called the Constitution. The first Congress met in 1789. By 1791, Congress and the states agreed on a list of freedoms that the new government could not take away. These freedoms became the first ten amendments, or additions, to the Constitution, and are known as the Bill of Rights. The Bill of Rights promises Americans that they are free to express themselves and follow any religion they choose. The Bill of Rights and other parts of the Constitution protect the rights of people living in the United States. These freedoms are called constitutional rights.

But the country and the world have changed a lot since 1791. Now people debate issues such as prayer in public schools and abortion. Some people think these rights are promised by the Constitution. However, the leaders who wrote and approved the Bill of Rights could not have guessed what issues people would disagree about in 1996. That is why Americans are often concerned about how judges and lawmakers **interpret** the Constitution.

The Supreme Court makes the final decisions about what the Constitution means. The Court's decisions tell the government if it can make laws to limit or forbid certain actions. However, if the American people disagree with the Supreme Court's decision, they can ask their elected officials to add a new amendment to the Constitution to change the law.

interpret—*to explain the meaning of something; here, the Constitution*

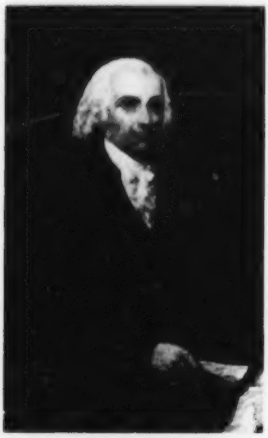
Background

Promising Rights to the People

The Bill of Rights. The Constitution of the United States was written in 1787, but nine of the thirteen states had to ratify, or approve, it before it became law. By June 21, 1788, nine states had ratified the Constitution. However, at that time Virginia and New York, the two largest states, had not approved the Constitution because it did not list individual rights. Many people thought the new government needed to have the support of Virginia and New York for it to work. After the new government promised that it would soon add individual rights to the Constitution, Virginia and New York ratified it.

Some people demanded that rights be listed in the Constitution because they wanted the government to protect the freedoms of speech, press, religion, and assembly. Supporters of individual rights also wanted the new government to protect the rights of persons accused of crimes.

Therefore, when Congress met for the first time in 1789, members began to think about amendments that protected rights of individuals. James Madison was a member of Congress from Virginia; he wrote the proposals that later became the Bill of Rights. Finally, on December 15, 1791, the ten amendments agreed upon by Congress—the Bill of Rights—were ratified by the states. The Bill of Rights then became part of the Constitution.



James Madison was known as the "father of the Constitution." Later, as a member of the House of Representatives, he wrote many of the laws that became the Bill of Rights. Madison was elected the fourth president of the United States in 1808.

Library of Congress

The First Amendment. The First Amendment guarantees, or promises, Americans the following freedoms.

- religion
- speech
- press
- assembly (gathering)
- petition (asking the government to correct a problem)

CYBER
RIGHTS
NOW

Part of a new law signed by President Bill Clinton in 1996 said that sexually explicit material could not be sent to minors on the Internet. Supporters say that the government needs to protect children from such material. These students at the University of Pennsylvania say the law is government censorship and violates freedom of speech.

(AP Photo)

Freedom of Religion. The First Amendment says that the government cannot establish a national religion and cannot stop people from following their own religion. Therefore, this amendment makes an important separation between religion and government, sometimes called the separation of church and state.

Freedoms of Speech and Press. The First Amendment states that Congress cannot make laws that stop Americans from speaking (freedom of speech) or writing (freedom of press) what they wish. Together these rights are called freedom of expression. However, the courts have ruled that these rights of expression can be limited. For example, the First Amendment does not allow speech or writing that plans the overthrow of the government by force. Nor does it allow a person to lie or make false statements about another person's character.

Freedoms of Assembly and Petition. The First Amendment guarantees the right to hold peaceful meetings (freedom of assembly). The Constitution protects the right of people to express their views peacefully in public places, even if those views are unpopular. However, the

Court has said that officials may forbid assemblies that could interfere with the normal daily activities of a public building such as a courthouse or school. Moreover, freedom of assembly does not apply to private property. The First Amendment also allows people to ask the government to correct a wrong (freedom of **petition**).

The Second and Third Amendments. Members of the first Congress wanted to avoid some of the problems they faced during the American Revolution. They wanted Americans to have the right to protect themselves by serving as armed citizens in a militia. Therefore, under the Second Amendment, the government cannot forbid citizens to own the firearms that they need for national guards or militias. However, many Americans interpret "the right of the people to keep and bear arms" to mean that most private citizens can own a firearm. There are, however, federal laws that do control the ownership of some guns—including sawed-off shotguns and machine guns. The Second Amendment does not apply to state and local governments, which means they can pass stricter laws on gun ownership. The Third Amendment states that the government cannot force its citizens to house or feed soldiers in peacetime.

Many parts of the Bill of Rights protect the rights of suspected criminals. These rights help make sure that Americans are treated fairly when they are arrested, questioned, tried, and put in jail.

Library of Congress

Amendments Protecting Suspected Criminals. The Bill of Rights promises that the government will treat persons accused of crimes fairly. The following amendments protect certain rights.

Pictured here is an electric chair used to execute criminals convicted of murder. The Supreme Court has ruled that the death penalty is legal and does not violate the Eighth Amendment of the Bill of Rights. Some Americans believe the death penalty is "cruel and unusual punishment," which is prohibited by the Eighth Amendment.

(Commonwealth of Virginia)

- The Fourth Amendment protects persons from unreasonable searches and **seizures**.
- The Fifth Amendment states that suspects in a crime cannot be forced to testify, or give evidence in court, against themselves. It also says that persons cannot be tried a second time for crimes for which they were found not guilty. Finally, the Fifth Amendment prevents the government from taking a person's life, property, or freedom without fair legal procedures.
- The Sixth Amendment promises the right to a speedy trial with a jury, the right to an attorney, and rights about witnesses.
- The Eighth Amendment forbids excessive **bail** and cruel and unusual punishment.

To enforce these protections, the Supreme Court has created some strict rules. In a few cases, these rules have resulted in criminals escaping punishment. However, these rules also protect law-abiding citizens from unfair treatment by the police or the courts.

petition—*a formal written request to the government*

seizure—*to take something by legal means*

bail—*the money a person must pay to get out of jail before trial*

The Exclusionary Rule. The Fourth Amendment protects the privacy of citizens by forbidding unreasonable

This is Ernesto Miranda, whose case came before the Supreme Court in 1966. In an earlier trial, Miranda was convicted of kidnapping and rape because he confessed during police questioning. The Supreme Court overturned Miranda's conviction because it stated that he confessed without knowing his rights. In this case, the Court decided that police must read a list of rights to criminal suspects at the time of arrest.

(Phoenix Newspapers, Inc.)

searches and seizures. Before a police officer can search a private place, the officer must first get a warrant from a judge. That officer must give the judge specific reasons for a search—such as evidence that someone has committed a crime or that the search could turn up useful information. Based on this information, a judge can issue or deny a search warrant. However, police do not need warrants if they feel they need to take swift action.

Courts have enforced the Fourth Amendment by saying that evidence that was gathered illegally could not be used in trials. This court action is known as the exclusionary rule. Leaving out such evidence sometimes means that a suspect is not convicted of charges, or that charges are dropped for lack of proof. However, in the 1980s the Supreme Court allowed a few exceptions to the exclusionary rule. For example, **prosecutors** can use illegally gathered evidence if police got the evidence through an "honest mistake."

The Miranda *Ruling.* Parts of both the Fifth and Sixth Amendments apply at the time police arrest a suspect. For many years, some police departments questioned suspects for long periods without the suspects' lawyers being present. However, in 1966, the Supreme Court issued new rules to protect criminal suspects from such abuses. In the case of *Miranda v. Arizona*, the Court decided that suspects in police custody must be read their legal rights before being questioned. These rights include the right to remain silent and the right to a lawyer. If the police do not inform suspects of their rights before questioning them, the government cannot use in court the information that the police gathered.

prosecutor—*a person who starts and carries out a legal action for the government*

The Seventh Amendment. Like the Sixth Amendment, which protects the right to a jury trial in criminal cases, the Seventh Amendment provides for juries in civil cases. Civil cases deal with legal problems that are not crimes, such as automobile accidents or unpaid bills. This amendment also limits the power of a judge to interfere with a jury's decision in civil cases.

The Ninth and Tenth Amendments. The people who developed the Bill of Rights knew that not every right could be listed in the document. However, they were afraid that the government might one day take those unlisted rights away from citizens. Therefore, the Ninth Amendment states that the government cannot take away rights that are not mentioned in the Constitution. The Tenth Amendment guarantees that any powers not given to the federal government in Washington belong to the people or the states. These powers do not include any powers that the Constitution denies the states.

Drug Testing in School

Some schools now test their students to find out if they use drugs. James Acton, a seventh grader in Oregon, was not allowed to play on his school's football team until he agreed to be tested for drugs. He refused. In court, his parents said his rights were being violated under the Fourth Amendment, which prohibits unreasonable search and seizure. However, the Supreme Court ruled that the school's drug-testing program was legal. The Court said that because of his age, the student did not have the same Fourth Amendment rights as an adult and that schools have a responsibility to maintain a safe, drug-free learning environment.

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The Fourteenth Amendment. The Fourteenth Amendment to the Constitution is not part of the Bill of Rights. But like the Bill of Rights, it protects the rights of individuals. Originally, the Bill of Rights only applied to the federal government. But courts have said that the Fourteenth Amendment makes most parts of the Bill of Rights apply to state and local governments, too. Therefore, state and local governments must also protect most of the same rights mentioned in the Bill of Rights.

Another part of the Fourteenth Amendment states that all races and both genders must be treated fairly and cannot be discriminated against. Courts have also said that this amendment protects a person's right to die and a woman's right to have an abortion.

Current Issues

Abortion. One of the most emotional constitutional rights issues for Americans is **abortion.** In 1973, the Supreme Court ruled in the historic case of *Roe v. Wade* that a woman has a constitutional right to an abortion. The Court based its decision on two findings. First, the justices found that a woman's right to privacy allows her to end a pregnancy. While the word privacy does not appear in the Constitution, the Supreme Court had ruled in an earlier case that a right to privacy does exist. Second, the Court said that a **fetus** is not a "person," and that its life is therefore not protected by the Constitution. The *Roe v. Wade* decision overturned state laws that prohibited abortion during the first three months of pregnancy. But *Roe v. Wade* did allow states to prohibit

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abortion—*a medical procedure ending a pregnancy before the fetus is fully developed*

fetus—*a developing human from usually three months after conception to birth*

minor—*someone younger than 18 years old*

In 1973, the Supreme Court ruled that a woman's right to privacy and to choose an abortion is protected by the U.S. Constitution. Since then, abortion has become an emotional issue. Some people think the 1973 decision is morally wrong and should be changed. Others believe that the Court is correct in stating that a woman has a right to privacy.

(Close Up Foundation/Renée Bouchard)

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abortion during the last three months of pregnancy, when the fetus is able to live outside the womb.

Many people believe that abortion is always wrong; they disagree with the Supreme Court's decision. Therefore, they have organized an antiabortion movement and have tried to get the Supreme Court to reverse its decision. In the 1989 case of *Webster v. Reproductive Health Services, Inc.*, the Supreme Court did give states more power in limiting abortions. Therefore, both supporters and opponents of legalized abortion have focused their attentions on state lawmakers. Several states have passed laws that require **minors** to notify their parents before having an abortion. More than three dozen states and the District of Columbia have laws limiting the amount of government money that can be used for abortions.

The state legislature of Pennsylvania passed an abortion law that said a woman seeking an abortion must first wait twenty-four hours, receive counseling about how a fetus develops, and, if married, notify her husband. When a case concerning this state law (*Planned Parenthood of Southeastern Pennsylvania v. Casey*), went to the Supreme Court in 1992, it gave the Court a chance to overturn legalized abortion. While the Court did allow parts of the Pennsylvania law to stand, the justices said other parts of the law were unconstitutional. However, the Court did not overturn *Roe v. Wade*, which surprised many people.

Opponents of legalized abortion argue that the Supreme Court's decision in *Roe v. Wade* is wrong. Many believe that human life begins at the time a woman becomes pregnant. Therefore, they say that abortion is a form of murder. Foes of abortion also say that legalized abortions have caused many Americans, especially teenagers, to view abortion as a means of birth control. Finally, opponents cite studies that say that abortions harm women's health. Some studies claim that medical problems can occur both at the time of an abortion and in later pregnancies.

However, many other people believe that abortion should remain legal. They say that in a free society, the government should not be allowed to tell a woman what she can do with her own body. They argue that abortion is a personal choice—not the business of government. Supporters of legalized abortion say that laws limiting abortion violate a woman's privacy because the laws control personal decisions about pregnancy. Abortion rights activists also point out that medical experts do not agree on when life begins. They admit that a fetus can live outside the mother's body during the last three months of pregnancy. However, abortion rights proponents believe that abortion in the early months of pregnancy cannot be called murder because the fetus cannot yet live on its own.

Religion and Public Schools. Americans often argue about the constitutional issue of the separation of church and state (government). The First Amendment says: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof. . . ." In other words, the government cannot interfere in the affairs of religion, and religion cannot interfere in the affairs of government. Americans cannot agree on how strict this separation should be and what the writers of the amendment meant.

Many people believe that religion and government should be completely separate. They argue that if government and religion are not kept separate, Americans may not be given full freedom of religion. However, others think that the writers of the First Amendment never meant to completely separate religion and government. They believe that government should make a place for religion in American society.

Over the past few decades, the nation's public schools have been the main battleground for issues surrounding the separation of church and state. In 1962, the Supreme Court banned state-sponsored prayer in public schools because it violated the separation of church and state. The Court said that school prayer took away the rights of students of minority faiths and of nonreligious students. In later related decisions, the Court decided that public schools cannot sponsor any kind of religious exercise—be it devotional Bible readings, prayer in the classroom, or prayer at graduation ceremonies. The Court has never said that an individual student cannot pray on his or her own if he or she wants to. This kind of religious activity is called voluntary because it is not led by the state.

Moment of Silence Laws. Some states have passed "moment of silence" laws that would require public school students to spend a few quiet minutes away from study or activities during the school day. However, in the case of *Wallace v. Jaffree* (1985), the Supreme Court struck down an Alabama law that the Court said was intended to promote prayer and endorse religion. Some states, including Georgia, Massachusetts, Tennessee, and South Carolina, have passed moment of silence laws that do not suggest that the time be used for formal prayer.

Many Americans believe that moment of silence laws are good for students because it allows them time to think about the day and get prepared for studying. Also, supporters of such laws point out that if some students want to pray silently, the First Amendment allows it. Some people believe that moment of silence requirements would help solve some crime and discipline problems facing public schools today.

However, other Americans argue that moment of silence laws are only a disguise for school prayer. They point out that students can pray on their own right now, without the benefit of a state law. They think government should get out of the business of telling students when and how to pray. Opponents of moments of silence laws argue that such laws are unfair to students who are not religious or who belong to a minority religion. These Americans say such laws violate freedom of religion. Opponents of prayer in school claim the religious freedom of all Americans is threatened when separation of church and state is violated.

Saying prayers in public school classrooms was once common. But in 1962, the Supreme Court ruled that state-sponsored public school prayer violated the First Amendment.

(UPI/Bettmann)

Outlook

Most U.S. citizens feel lucky because they live in a country where they have so many rights. Some of these rights are listed in the Constitution; others come from how the document has been interpreted by the Supreme Court. As the years go by, the Court will further define individual rights in the modern world. But Americans have the right to change the Constitution if they disagree with a Supreme Court ruling or if they think the government should give more rights to the people. This interaction between Supreme Court decisions and the will of the American people shapes many issues, including religion, privacy, free speech, health care, and crime.

The Debate

Constitutional Rights

Abortion Should Remain Legal.

PRO

In a free society, the government should not be able to tell a woman whether or not she can end a pregnancy. The Supreme Court has ruled that a woman has the right to privacy and the right to have an abortion. Moreover, a majority of Americans support the right to have abortions in certain situations. Legal abortions protect the health of women by allowing doctors to perform them safely and under clean conditions.

CON

Human life begins when a woman becomes pregnant, not at birth. Ending a pregnancy by abortion is the same as murder. Too many Americans use abortion as a means of birth control. Knowing abortions are legal, many people take a casual attitude toward sex. Moreover, abortions cause health problems in many women, especially during later pregnancies. Therefore, the federal government must make abortion illegal.

Moments of Silence in Public School Should Be Permitted.

PRO

Moment of silence laws are not promoting religion or prayer in school. They are quiet times when students can prepare for school and studying. Teachers are not telling students to pray. If students do pray silently, that is their own business, and it is guaranteed by the First Amendment. Such laws would help schools and society solve some of their social problems.

CON

Moment of silence laws are just a way to officially get sanctioned prayer into public schools. Some students will feel pressured to pray, even if they do not have the same religious faith as the majority of students. This is a way for the government to dictate when and how to pray, and it violates the constitutional separation of church and state under the First Amendment.

Crime and Drugs

Violent crime affects millions of Americans of every age, race, gender, and income. Even people who have not been crime victims often cannot live their lives in the way that they want because they are afraid they may become victims.

During the late 1980s and early 1990s, violent crimes like murder, assault, and robbery increased a lot. However, in 1994 violent crime decreased to its lowest mark since 1989. The number of violent crimes dropped 3 percent. Many Americans who thought crime was getting worse were surprised and asked why the crime rate dropped. Officials think that better neighborhood policing, longer jail sentences, and a less violent drug trade may be reasons for the decline. Of course, this does not mean that crime is no longer a problem. About 1.9 million violent crimes are still committed every year in the United States. As Louis Freeh, the director of the FBI, said, "Crime in America remains intolerably high."

People often disagree on what causes crime. Some say it is because of poverty. Others blame broken homes, drugs, unemployment, or guns. Therefore, lawmakers cannot agree on how to fight crime. Should the government fight crime by focusing on enforcement or should it focus on prevention? Many people would like to see stronger law enforcement and longer prison terms. Others say that crime will decrease even more when society's problems are solved.

Background

Crime in the United States

America the Violent. Nearly everyone has been affected by crime in one way or another. The U.S. Department of Justice reports that about 14 million crimes are committed each year in the United States. Twelve million of those crimes are nonviolent property crimes. Two million Americans are victims of violent crimes every year. According to studies, 80 percent of the public can expect to be crime victims at least once in their lifetimes. Many people are afraid to leave their homes at night.

Although many citizens are afraid of violent crime, statistics show that crime fighting efforts may be paying off. In 1994, the number of violent crimes dropped below 1.9 million for the first time in almost five years. Violent crimes include murder, rape, robbery, and aggravated assault. In cities with more than a million people, violent crime dropped 8 percent. Murders in those cities fell by 12 percent over the first six months of 1994—the biggest drop in thirty-five years. New York City saw a 30 percent decrease in its murder rate for that same period.

There may be many reasons for the drop in violent crime. But experts point to tougher sentencing laws, more police being seen in neighborhoods, tighter gun control laws, and "turf" agreements among drug gangs.

Teens and Guns

In 1995, the U.S. Justice Department said that young people between the ages of 12 and 15 are victims of crime more than any other age group in the country. One national poll found that one in eight American youths said they carried a weapon for protection. One in nine said that they stayed away from class or school at times because they were afraid of being victims of crime.

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Even though violent crime went down in 1995, many Americans are still afraid of crime in their neighborhood.

(AP/Wide World)

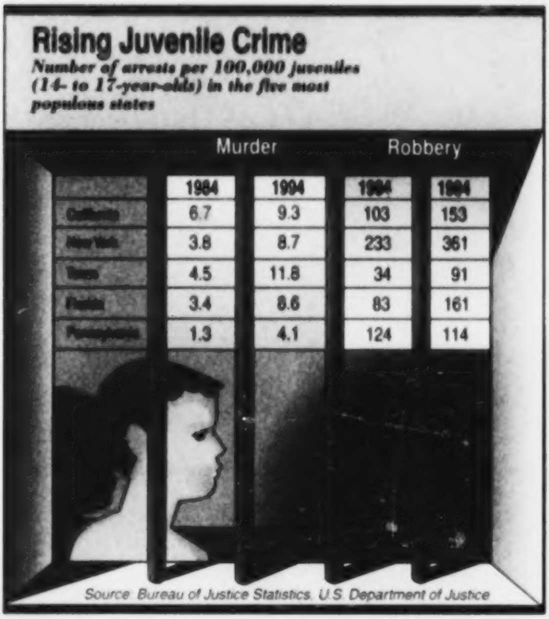
Youth Crime. Not all the news about crime is good. Law enforcement officials are worried about the rise in violent crimes committed by 14- to 17-year-olds. From 1990 to 1994, murders committed by this age group rose 18 percent. **Juvenile** arrest rates went up 100 percent from 1983 to 1992. The U.S. Justice Department predicts that the number of arrests of juveniles for violent crimes will double by 2010. Officials worry that crime could reach an all-time high when these young people become adults.

What Causes Crime? Criminologists—people who study crime—and lawmakers have argued over the causes of violent crime for years. Some say that crime is caused by unemployment and poverty. Others believe that the police and courts are not doing a good job of getting and keeping criminals off the streets. Many blame the increase of crime on drugs. Because Americans disagree over the causes, deciding how to deal with violent crime is difficult.

Poverty. Almost 37 million people living in the United States have incomes

juvenile—*a young person; not yet an adult*

Although the overall violent crime rate is decreasing in the United States, juvenile crime is increasing at an alarming rate.



Rising Juvenile Crime

Number of arrests per 100,000 juveniles (14- to 17-year-olds) in the five most populous states

	Murder		Robbery	
	1984	1994	1984	1994
California	6.7	9.3	103	153
New York	3.8	8.7	233	361
Texas	4.5	11.8	34	91
Florida	3.4	8.6	83	161
Pennsylvania	1.3	4.1	124	114

Source: Bureau of Justice Statistics, U.S. Department of Justice

below the poverty line. Many experts believe that unemployed and poor people are more likely to commit violent crimes because they are depressed and frustrated. This seems to be especially true in low-income areas, where **homicide** is the leading cause of death among African-American men between the ages of 25 and 45. Many Americans believe that because young black men in the inner city have little hope for the future, many turn to crime.

200 Million Guns. In 1994, 23,305 people were murdered in the United States; about half of these homicides involved guns. Large numbers of Americans think the murder rate is high because it is easy for people to get guns and because more people are willing to use them. Americans own more than 200 million firearms, including handguns, rifles, and shotguns. Although gun buyers have to answer some questions on forms to buy a gun legally, many people can easily get guns illegally.

In 1993, Congress responded to calls for more handgun control by passing the Handgun Control Act—the Brady bill—which requires a five-day waiting period for anyone buying a handgun. In a crime bill passed by Congress in 1994, lawmakers banned the manufacture, sale, and possession of nineteen types of **semiautomatic** assault weapons.

homicide—*murder, or the killing of another person*

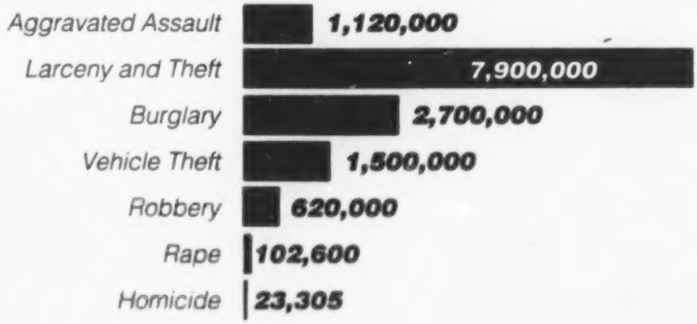
semiautomatic—*a gun that fires as quickly as the shooter can pull the trigger*

The Role of Drugs. Most officials believe that the sale and use of illegal drugs, particularly heroin and cocaine, contribute greatly to violent crime. Many drug users commit crimes to get money so they can buy drugs. In addition, drug trafficking—the business of manufacturing and selling drugs—figures in an estimated one-fourth of all murders.

Many Americans think that if the government worked harder to get drugs off the street by locking up users and dealers, the crime rate would drop a great deal. However, others believe that if using and selling drugs were no longer crimes, the violent crimes associated with their manufacture and sale would disappear.

Breakdown of Crime in America

The following are FBI statistics of crimes committed in 1994.



Many crimes in the United States are committed by drug users and by drug sellers. A high percentage of prisoners have been convicted of drug-related crimes. Many drug users turn to crime to get money to support their habit, while people selling drugs often commit murders to protect their "turf." Here, agents from the U.S. Drug Enforcement Administration raid a suspected illegal drug operation. (The Drug Enforcement Administration)

Are the Courts to Blame? Of every 1,000 people arrested for violent crimes, only 350 are ever sent to prison. Many Americans say that the U.S. **judicial system** should do a better job of putting criminals behind bars. Even so, the prison population in the United States went over 1 million for the first time in 1994.

Critics of the court system think that many criminals are not afraid of getting caught or sentenced. Because the courts and prisons are so overcrowded, criminals can often bargain for lesser penalties by pleading guilty to reduced charges. Many criminals believe that they can escape arrest, and even if arrested, will not have to spend much time in jail. Large numbers of prisoners are released after serving only a small part of their sentences. Murderers, for example, average only seven years in prison before getting released.

judicial system—*the courts of law*

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Some Americans blame the jury system for letting violent criminals go free. They point to famous trials where juries have not convicted someone even though there seemed to be lots of evidence that the defendants were guilty. Some people believe that the jury system needs to be overhauled.

Do the Crime, Do the Time. Even though Americans criticize the courts for not being tough enough on criminals, more and more Americans are going to jail. The prison population in the United States is now more than 1 million. One reason for this jump in prisoners is the passage of mandatory sentencing laws. In other words, the law requires that if a criminal is found guilty of a certain crime, he or she has to serve at least a minimum term in prison. Opponents of mandatory sentencing laws say that too many nonviolent criminals end up in prison, which means that violent criminals often get released to make room for new convicts. They want to keep the murderers and rapists in jail. However, supporters of

Many officials are worried about a jump in the future U.S. crime rate because so many teenagers are being arrested for committing crimes today.

(Close Up Foundation/Renee Bouchard)

grants—*money given for a specific use*

register—*to place one's name on a list to legally own or do something*

mandatory sentencing believe that the practice reduces crime. They argue that all potential criminals will think twice about committing a crime if they know that they will go to jail if caught and convicted.

The 1994 Crime Bill. In August 1994, Congress passed a $30 billion crime bill. It is named the Violent Crime Control and Law Enforcement Act. Part of the money is being used for **grants** for states and cities to hire 100,000 more police officers and build more prisons. In addition, grants are given to expand crime prevention and anti-drug programs. The crime bill also includes a ban on nineteen models of semiautomatic assault weapons and increases the number of crimes punishable by death—including fatal carjackings and drive-by shootings. In addition,

Most first-time offenders do not go to jail, but lawmakers think that the threat of prison keeps people from committing crimes.

(American Correctional Association)

Many Americans own guns to protect themselves and their homes.

(Close Up Foundation/Renee Bouchard)

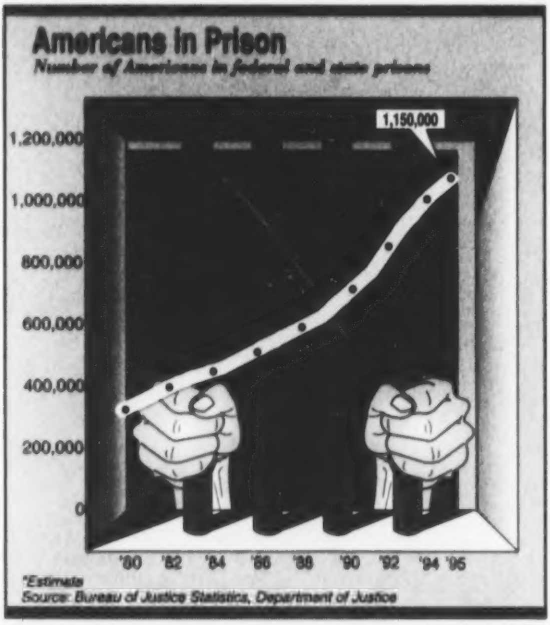
a "three strikes and you're out" clause was passed, which gives life in prison for felons who have been convicted of three felonies for violent crimes.

Current Issues

Gun Control. Americans own more than 200 million handguns, rifles, and shotguns. Some people want to make it harder for people to buy firearms because the number of gun-related deaths and crimes is so high. Others believe that the Second Amendment to the Constitution, which gives Americans the right "to keep and bear arms [guns]," guarantees a person's right to own guns and that banning some kinds of guns is unconstitutional.

Those who want more gun control point out that most homicides are committed with firearms, and that violent crime cannot be reduced unless there is a limit or ban on owning some kinds of guns. They especially want to ban handguns and assault rifles. Supporters of gun control want the government to at least require gun owners to **register** their handguns and to check the backgrounds of all handgun buyers to find out if they have criminal

The U.S. crime rate remains high despite the fact that the United States imprisons a higher percentage of people than do most countries in the world.



*Estimate
Source: Bureau of Justice Statistics, Department of Justice

records. Some want to limit the number of guns a person can buy within a certain time period. Others would like to stop the sale of handguns completely. Americans who want more gun control believe that the Second Amendment does not make gun regulation unconstitutional. They say the amendment merely protects the right of a militia (the national guard) to have guns but does not apply to private citizens.

Opponents of gun control, led by the National Rifle Association (NRA), argue that the Second Amendment guarantees all citizens, not just those in the national guard, the right "to keep and bear arms." The NRA supports instant computer background checks of gun buyers instead of the five-day waiting period now required. Gun control opponents also fear that requiring licenses to own certain kinds of firearms may be the first step toward the government taking all guns from the American people. They argue that restricting gun ownership would not keep criminals from getting guns and would not prevent crime.

Gun control opponents say that criminals do not get their guns legally anyway; they steal them or buy them from illegal dealers. They also warn that gun control could take guns away from law-abiding American men and women while well-armed criminals still have their weapons. Opponents of gun control also point out that if citizens' rights under the Second Amendment are limited, other constitutional rights might be lost some later day.

The Jury System. The right of trial by jury is guaranteed by the Sixth and Seventh Amendments of the Constitution. In America's earliest years, the colonists wanted trial by jury because they did not trust the courts and judges of the English king who then ruled the colonies. Colonial Americans believed that a jury of their **peers** would treat them fairly in court. Trial by jury has been an important part of the American judicial system ever since.

peer—*a person who has equal standing with another*

The murder trial of O. J. Simpson caused many Americans to wonder if the jury system worked. Some people thought jurors ignored the evidence and found Simpson innocent because of his race, because they disliked the Los Angeles police department, or because of his fame as a football player. (AP/Wide World)

However, in recent years some Americans have said that the jury system needs to be changed. Verdicts in recent famous trials—O.J. Simpson, the Menendez brothers, and the police officers who arrested Rodney King—have caused some to argue that juries simply cannot deal with the huge amount of evidence presented and reach a thoughtful decision. Critics ask: Are juries no longer able to reach fair verdicts? Is it too difficult for jurors to be impartial? Is it impossible to get all twelve jurors to agree?

One proposal for jury reform is to do away with the unanimous verdict where all twelve jurors have to agree. Two states—Oregon and Louisiana—already permit verdicts of a 10-2 or 9-3 vote by a jury. Some officials in California want a similar system. They say that **majority** verdicts would reduce the number of **hung juries** and **mistrials** because one juror could no longer hold up a verdict. Supporters of this reform think that if majority verdicts were adopted more violent criminals would go to jail and taxpayers would be saved the expense of a retrial.

However, other citizens disagree with doing away with the unanimous verdict. They say that requiring only nine or ten of twelve jurors to agree would favor the **prosecution** too much. A prosecuting attorney would only have to convince nine or ten jurors of a person's guilt rather than all twelve jurors. Opponents also argue that this change would forever cast doubt on a person's guilt if one or two jurors thought that person was innocent.

- **majority**—*a number of more than half the total*
- **hung jury**—*a jury that is unable to unanimously agree on a verdict*
- **mistrial**—*a trial where there is no decision*
- **prosecution**—*the peoples' side in a court case; opposite of the defense*

Outlook

Many local, state, and federal officials point to the falling crime rate and say the war on crime is working. More police, longer prison terms, and more prison cells are making the country safer. Others say that these are only short-term solutions. They want government to attack the roots of crime—poverty, breakdown of the family, and drug use. Many Americans also worry about the high crime rate among young people. So, even though the crime rate seems to be falling, most men and women in the United States still want their elected officials to fight crime. They want criminals to go to jail and they want to find ways to prevent crime from happening.

The Debate

Crime and Drugs

Gun Control Laws Are Reducing Violent Crime.

PRO

More than half of all murders in the United States are committed with guns. Since there are more than 200 million firearms in the country, it is still easy for anyone to get a gun. Handgun registration, waiting periods, and a ban on assault rifles are preventing crime by keeping these weapons away from criminals. Other nations have strict gun control laws and they have far fewer gun-related deaths than the United States.

CON

Waiting periods and gun registration are not stopping criminals from getting guns. Gun control laws only keep law-abiding citizens from protecting their homes and families against armed criminals. The Second Amendment gives people the right to own guns, even semiautomatic guns. A violent criminal is always going to be able to get a gun illegally no matter how many gun control laws are on the books.

The Jury System Should Be Reformed.

PRO

The jury system no longer works. Today's juries are allowing too many dangerous criminals to go free for reasons that have little to do with the evidence. In addition, many jurors simply cannot understand the complex scientific evidence that is often presented. If juries could convict a defendant on a 10-2 or 9-3 vote instead of a 12-0 vote, one single juror could not cause a mistrial.

CON

The present jury system has worked well for more than 200 years. Doing away with the unanimous jury vote is not a good idea. If one or two jurors did not think a person was guilty, but that person went to jail anyway, people would always have doubts about that person's guilt. Just because a few famous cases made the news does not mean the system should be tampered with.

The Economy

To millions of Americans, the U.S. economy is the nation's most important domestic issue. The number of jobs being created, the cost of consumer goods, and raises in salaries are issues that affect citizens every day.

Most **economists** agree that the U.S. economy is healthy. Since 1993, more Americans have found jobs and are spending more money. However, the economy slowed down in 1995 and early 1996. Fewer jobs were being created than had been created in 1994, and companies had to lay off thousands of workers. Larger numbers of people were becoming more concerned about their future.

Many experts and lawmakers say that only highly skilled, wealthier Americans were helped by the stronger economy. The wages of many middle- to lower-income Americans have not increased; many low-skill jobs are being cut. When the economy slows down and more and more citizens worry about their **standard of living,** lawmakers spend more time debating the best way to improve the economy to help everyone. Many believe the federal government should get more involved in the economy. Others, however, say that the economic system in the United States performs best when the government stays out of it.

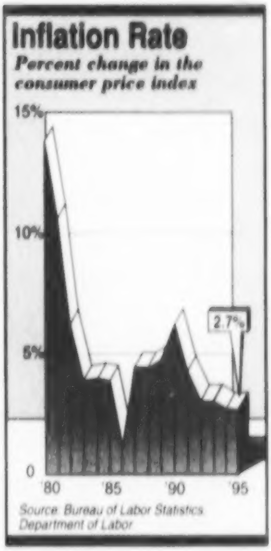
economists—*people who study the nation's financial condition and its effect on businesses*

standard of living—*a measure of the necessities and comforts that people have in their day-to-day lives.*

Background

How the Economy is Measured

Inflation. Inflation takes place when prices for **goods** and **services** go up. The faster prices go up, the higher the rate of inflation. The inflation rate has gone up and down many times over the past fifteen years. In 1995, the average inflation rate was a low 2.7 percent. That means that Americans were paying only 2.7 percent more for goods and services at the end of 1995 than they were at the end of 1994.


Inflation Rate

Percent change in the consumer price index

Source: Bureau of Labor Statistics Department of Labor

The rate of inflation measures how fast prices for goods and services increase. Unless workers receive a pay increase, inflation lowers peoples' standard of living. In 1995, the average inflation rate was 2.7 percent.

One danger of inflation is that unless wages increase at the same rate as inflation, people have less money to spend or save. High inflation is especially bad for people living on **fixed incomes** such as retired Americans and those who depend on financial help from the government. A high rate of inflation also causes people to buy on **credit** and not to save money. The economy is harmed when workers do not save money because banks then have less to lend to people who want to buy expensive items such as homes or cars.

The government can try to control inflation in a number of ways. For example, the president can issue wage and price controls. Such controls tell companies what they should pay their workers and what they should charge for their products. Controlling wages usually reduces the amount of money that workers have to spend. When there is less money to spend, demand for goods and services goes down, causing prices to stay the same or go down. Wage and price controls are not used very often.

Another way the government can fight inflation is through the policies of the Federal Reserve Board (often known as the Fed). The Fed sets the amount of money that is circulating in the economy. The Fed can reduce the supply of money by raising interest rates. Interest is the fee one must pay to borrow money. When interest rates go up, people do not borrow as much, so they do not spend as much. This causes prices to stay the same or go down, which reduces inflation.

- **goods**—*items, such as cars, that are available to buy*
- **services**—*work, such as car repairing, that is available for use*
- **fixed income**—*the amount of money a person earns that does not change from year to year*
- **credit**—*buying an item by borrowing the money and paying for it over a period of time*

Unemployment. The rate of unemployment refers to the percentage of men and women who want to work but cannot find jobs. Because there are always people between jobs, the unemployment rate is never at zero. Many economists consider the economy to be at "full employment" when 4 percent or less of the people who can work do not have jobs. In early 1996, the unemployment rate was 5.6 percent.

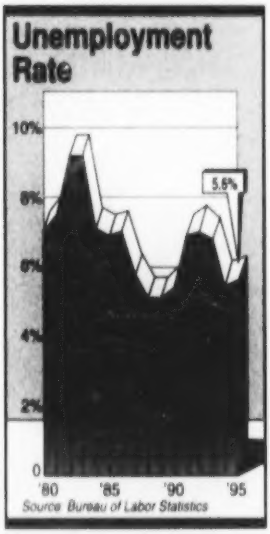
Traditionally, unemployment affects some groups more than others—minorities more than whites, females more than males, teenagers more than adults. In recent years, low-skilled workers in manufacturing companies have been greatly affected. When American companies move factories to developing countries where workers are paid lower wages, U.S. workers lose jobs. Companies that do stay in the United States often must charge higher prices for their products, which sometimes causes them to lose sales and be forced to lay off workers.

Unemployment also affects the government. When Americans are out of work, they pay fewer taxes, and the government takes in less money. At the same time, the government has to give money (unemployment compensation) to larger numbers of unemployed workers to help them pay living expenses until they find a new job. When unemployment is high, the government tries different ways to create new jobs. It can lower taxes and interest rates to encourage businesses to expand and hire more workers. Or, the government can create its own jobs. For example, during the Great Depression of the 1930s, the Roosevelt administration hired millions of Americans to complete public works projects such as planting trees; stringing electric power lines in rural areas; and constructing public buildings, and bridges.

Recession. A recession occurs when the economy is not growing. During a recession, farms and factories produce less, and people buy less. This often leads to high unemployment.

To help the economy grow out of a recession, the Federal Reserve Board can make more money available to banks for lending by lowering the interest rate. For example, the Fed lowered interest rates when the economy was in a recession in the early 1990s. Officials hoped that these low rates would encourage businesses to borrow money so they could expand and hire more workers. As a result, from 1992 through 1994, 5.5 million jobs were created. In 1995, more than 2 million additional jobs were added to the economy. The Fed raised interest rates in late 1994 and early 1995 because the Fed's leaders were worried about inflation. But when economic growth began to slow in late 1995 and early 1996, the Fed lowered interest rates once again.

Another way the government can fight a recession is by cutting taxes.



Source: Bureau of Labor Statistics

The rate of unemployment measures the percentage of people who want to work but cannot find jobs. Unemployment was 5.6 percent at the end of 1995.

Car dealers often are willing to sell a car or truck for a price lower than what is suggested on the price sticker. Because items such as these often cost more than $10,000, buyers compare prices before purchasing.

(Close Up Foundation/Renee Bouchard)

Lowering taxes gives Americans more cash to spend. The U.S. economy has always gone through cycles of recession and recovery. For example, the most recent recession began in 1990, but by 1995, economists said that the U.S. economy was growing faster than it had for years. However, soon after economic growth began to weaken in 1996, many lawmakers favored tax cuts to boost the economy.

Productivity. Productivity refers to the value of the goods or services a person can produce in one hour. Higher productivity usually leads to higher wages, higher **profits,** and lower prices for consumers. Beginning in the 1960s, productivity in some other countries—particularly Japan—increased more than it did in the United States. This increase in foreign productivity meant that products made in those countries were less expensive to buy than similar products made in the United States.

A few years ago, U.S. companies began to realize that they had to raise their productivity to keep up with Japanese and German companies. Many U.S. manufacturers found that they had to either spend millions of

profit—*financial gain; taking in more money than you spend*

The Golden State Once Again?

California has the biggest state economy in the United States. However, since the recession of the early 1990s, the economy of the "Golden State" has been weak. One of the main reasons was California's dependence on the defense industry. When the defense budget was cut, many military bases and defense factories were closed. However, because it has the largest computer technology industry in the United States and the largest motion picture industry in the world, California's economy is growing stronger. Its job growth is now better than the national average, and nearly all the jobs lost since 1993 will likely be replaced by mid-1996.

dollars making their factories more modern to increase productivity or build new factories outside of the country. Or they had to reduce the size of their workforce while still producing as much as they always had.

Although high productivity is generally considered good for the economy, it can sometimes add to unemployment. For example, new machines and computers often replace human workers on assembly lines, causing these workers to lose their jobs. When the United States was recovering from a recession in 1992, productivity and the length of the average workweek of American workers increased. These increases have allowed U.S. companies to turn out more goods and services without hiring more employees. Today, productivity in the United States is going up as companies become more modern and ask their workers to do more. U.S. productivity is now among the highest in the world.

The U.S. Economy Helps Other Nations. Because the United States is the world's largest exporter and importer, the U.S. economy has a big effect on the economies of many nations. The huge market for foreign goods in the United States creates jobs overseas and helps keep foreign workers employed.

At the same time, the health of the U.S. economy depends on how well American-made products sell in foreign markets. During the early 1990s, many Americans lost their jobs because fewer U.S. products were being bought overseas. So U.S. companies work hard to try to sell their products in Europe, Asia, and Latin America.

Economic conditions in the United States may cause U.S. exports to decline. For example, the economies of many developing countries rely on Americans to buy their exports. However, if American consumers, because they have reduced incomes, buy fewer imports from developing countries, the economies of these countries may suffer. In addition, developing countries depend on American banks to lend them billions of dollars to help pay for their industrial development. If U.S. interest rates go up, these developing countries often cannot pay the interest on the loans without hurting their economies.

To try to keep the world economy stable, seven of the world's leading industrial nations meet regularly in an annual "Group of Seven" (G-7) summit. There they try to agree on policies for economic issues worldwide. Leaders from the G-7 countries (Canada, France, Germany, Great

In the stock market, people buy or invest in businesses and corporations. This process takes place at stock exchanges (pictured at left). How well the economy is performing often determines how much people want to invest.

(Close Up Foundation/Renee Bouchard)

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Britain, Italy, Japan, and the United States) often get together to discuss trade agreements, unemployment problems, and economic difficulties that affect all of them. In October 1994, President Clinton and leaders from fifteen Asian and Pacific nations met to discuss trade and the economies of the region. At that meeting, officials from Japan agreed to let U.S. companies sell some goods and services in Japan that they had not been allowed to sell there before.

The Economy of the 1980s and 1990s

Supply-Side Economics. In 1981, President Ronald Reagan promoted supply-side economics. This policy aimed to raise employment and lower inflation by increasing the supply of goods and services in the economy. President Reagan believed that cutting taxes would give businesses and consumers more cash to spend. In addition, he thought that lower taxes would increase productivity because companies would have more money to buy new machinery and technology. He thought that the budget deficit would shrink because the businesses would make more money and pay more taxes.

The economy grew at a brisk rate during the 1980s, but entered a recession in 1990. Some economists and

Consumer Debt

Over the past few years, Americans have been buying a lot of items on credit. However, they have not paid off these charges. As a result, consumer debt reached record levels in 1995. According to statistics, consumers owe lenders about 19 percent of their income. Increases in incomes are not keeping up with increases in consumer debt. Credit card debt rose by 15 percent in the first six months of 1995, while incomes rose by only 3 percent. Economists worry that all this debt could stop Americans from buying as much, which would hurt the economy.

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many Democrats blamed Republican President Reagan and his successor George Bush for the recession. After taking office in 1993, President Bill Clinton promoted a plan to reduce the deficit, believing that lower deficits would boost the economy.

federal budget deficit—*the amount by which spending exceeds revenue*

The Budget Deficit. Although the economy grew during much of the 1980s, the **federal budget deficit** tripled during the Reagan and Bush years. Many government leaders blamed heavy increases in defense spending and the 1981 tax cut for the jump in the deficit. Others argued that the costs of social programs increased the deficit. The federal debt—the total of all annual budget deficits—keeps growing. It is now more than $5 trillion.

Due in part to President Clinton's 1993 deficit reduction bill and the growing economy, the budget deficit in 1995 went down to around $160 billion—smaller than it had been since 1989. In 1995 and 1996, both the president and the Republican-controlled Congress proposed plans to balance the budget. However, the two sides had difficulty agreeing on a final plan.

The Shrinking Middle Class. Most economists agree that the U.S. economy is stronger today than it was in the early 1990s. However, many Americans believe that they have not personally been helped by this economic growth. These middle- to lower-income Americans believe that their standard of living is getting worse. Wages for many workers have stayed the same. Meanwhile, incomes for wealthier Americans have gone up. This growing difference in incomes between upper- and lower-income people is called the "income gap." This gap gets wider as more and more middle-class families fall into the ranks of the lower class while upper-middle-class families move up to a higher income group. As a result, the middle class gets smaller. Many experts believe that the United States is now being divided into two societies—rich and poor. Some Americans worry that this division will create tensions between citizens.

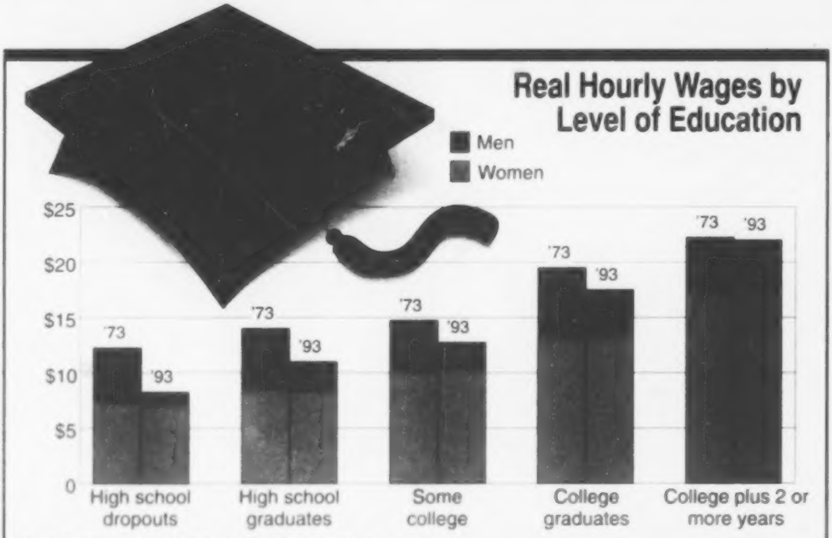
Current Issues

Closing the Income Gap. Many experts and lawmakers believe that the income gap is dangerous for American society. They point out that other industrialized countries do not have similar problems. They think that other governments avoid wide income gaps by doing more to make incomes more equal. Many countries have higher minimum wages, better-funded education programs, and tax systems that favor working people. Some lawmakers argue that the U.S. government should adopt similar measures. If the income gap continues to grow, many say social division will worsen, more people will slip into poverty, and crime and other social problems will increase.

While other people admit that the income gap is a problem, they believe that more government involvement would only make things worse. They argue that the

The building of new homes is an important indicator of how well the economy is performing. Low interest rates make it easier for Americans to buy homes; high interest rates make it more difficult.

(Close Up Foundation/Renee Bouchard)



Source: Economic Policy Institute in 1995 Economic Report of the President

Between 1973 and 1993, real hourly wages for men went down for all education categories, but the decline was greatest for the least educated. Women's real wages remained nearly the same for all levels of education.

income gap is a natural result of capitalism, where some "win" and some "lose." Many members of Congress oppose any sort of redistribution of wealth because they think it will take away the **incentive** to succeed and get rich. Many Americans believe that the United States was never a country where people worked toward income equality. Instead, they propose that the government reduce taxes so that more companies can invest more money in job training.

Tax Reform. Many citizens believe the U.S. tax system is too hard to understand and takes too much money away from working people. Lawmakers have debated how to reform the tax system for years.

In the United States, the more money a person earns, the more income tax that person pays to the government. For

incentive—*something that moves a person to take action*

Many Americans believe that the U.S. tax system is too complicated and takes too much money away from working people. Some lawmakers support the idea of a flat tax, which would eliminate the need for all the different tax forms like those shown at right.

(Close Up Foundation/Renée Bouchard)

example, a person making more than $180,000 is in the top tax bracket, or category. He or she pays about 27 percent of his or her income in taxes. On the other hand, an American in the lowest bracket—a salary of less than $21,000—pays about 15 percent of his or her income in taxes. All forms of income, whether made from wages or investments, are taxed.

In 1996, some members of Congress and some presidential candidates supported the idea of a flat tax. With a flat tax, all workers would pay income taxes at the same tax rate. Under one plan, for example, all workers would pay 17 percent in income taxes. Under most flat tax proposals, people with low incomes would pay no income tax. In addition, many flat tax plans would allow people to deduct some income and payments from their taxable income.

Supporters of a flat tax believe it would make the tax system fairer and simpler. They say it would give people more money for savings and investment and help the economy grow. It would also make the long, complex tax forms now used unnecessary, making it easier for every American to figure his or her taxes.

Critics argue that a flat tax would harm middle-income workers, because they would lose many of their **deductions.** Many experts say that the flat tax would help the wealthiest Americans most, because their share of income taxes would be reduced. In addition, opponents of the flat tax say it would result in a huge loss in revenue for the federal government—possibly up to $200 billion every year. This would increase the budget deficit that so many people are now trying to lower.

Outlook

Steady growth and stable prices strengthened the U.S. economy in 1994 and most of 1995. Unemployment was down, and American men and women purchased more goods in those two years than they had in previous years. However, the economy slowed down in late 1995 and early 1996. Many Americans believe the economy is getting worse. They point to low wages and slow job creation as evidence. Many economists think that there are many growing problems in the U.S. economy, including the widening income gap. Lawmakers across the country continue to debate what the proper role of the government should be in the American economy. As many citizens struggle to make a decent living, they must ask if more government involvement will strengthen the economy or make it worse.

deduction—*a dollar amount that can be subtracted from taxable income*

The Debate

The Economy

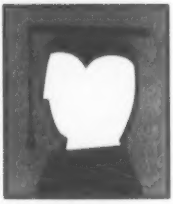
The Government Should Do More to Close the "Income Gap."

PRO	CON
The income gap between rich and poor threatens the social stability of the United States. The growing economy has not helped those with low-skill jobs. The government must take action—such as a higher minimum wage, a stronger investment in education, and a fairer tax system to better equalize incomes in the United States. If the income gap widens, the United States will become a society of two classes.	The United States has the strongest economy in the world because it is a free-market system—one that operates with little government interference. If the government tries to reduce the income gap it would only penalize those Americans who create wealth and opportunity for U.S. workers. Capitalism succeeds when there is competition; having more government would dampen that competition.

The U.S. Tax System Should Be Replaced with a Flat Tax.

PRO	CON
The U.S. tax system is too complicated. It prevents savings and investment by taking too much money away from American workers. A single flat rate for all Americans would make it easier to file their taxes and would allow them to save and invest more money. This would bring better economic growth to the United States.	The flat tax would mainly benefit wealthy Americans because their taxes would go down a lot. Middle-income citizens would be hurt because many proposals would eliminate tax deductions favored by the middle class. Although the economy may get a temporary boost, the loss in revenue would increase the deficit.

Education



Most Americans believe it is important for the United States to have good schools. Education prepares young people for life. But, in 1983, a group of experts said schools in the United States were not doing a good job of educating students. This group—the National Commission on Excellence in Education—said that U.S. schools needed to raise test scores; offer more challenging classes; be sure all students can do basic reading, writing, and math; and keep students from dropping out. After school officials read this report, many tried to improve their schools by making school days and school years longer. They also made sure students had more knowledge and skills before they let them graduate. However, many people still think that more should be done to improve schools.

Many Americans are debating what the federal government's place should be in education. To make education better, President Bill Clinton proposed that the **federal government** give more money to schools. The president's plan is called the Goals 2000: Educate America Act. In 1994, Congress passed Goals 2000. However, some members of Congress ask why the federal government should guide local schools at all.

Some Americans believe the president's ideas will prepare students for today's job market. Other people say that even more must be done to help schools. Almost all Americans think that schools could be improved, but the question is how exactly to do this.

federal government—*the central governing authority for the United States, located in Washington, D.C.*

Background

The American School System

Local Schools. Americans have always thought education is important. Parents know their children need to know how to read and write. The **Puritans** who came to Massachusetts in 1620 wanted their children to be able to read the Bible. The first **colonists** believed that going to school would improve their lives. Later, when men and women who could not speak English came to the United States, they made sure that their children learned English. They knew education would help their children make money and live comfortably.

Hundreds of years ago, when Americans started schools, they thought the people from each town or community should control their own school. They did not want people who lived far away to tell them what kind of schools they should have. This idea was called local control. Most public schools in the United States are still

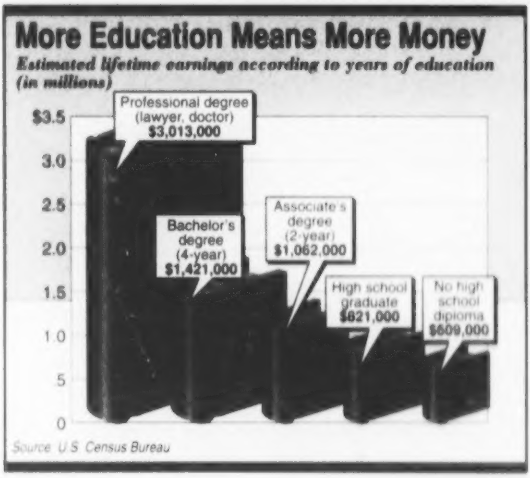
Since schools in America began, communities have kept local control over their schools. Here, in a picture taken many years ago, a teacher instructs students of different ages and grades in the same room. Thousands of small one-room schoolhouses existed in the United States until after World War II. Today, local citizens are still involved in many school decisions. (Illinois State Historical Library) locally controlled. People in communities form school districts. Usually, the people who live in a school district elect men and women to serve on a school board. School boards make decisions about schools such as what kinds of classes should be taught and what books teachers should use. The board hires superintendents and principals (administrators). School boards tell these administrators how much money they can spend on certain items. Also, school boards must collect that money from the people who live in the school district. The money they collect comes from taxes.

Puritans—*a group of Christians who disagreed with the Church of England in the 1500s and 1600s; they came to live in New England so they could have religious freedom*

colonists—*people who came to North America while European countries ruled this territory*

The local school district does not have all the power to run its schools. The state government also makes some decisions and gives some tax money to local school districts. The federal government also tells the local school boards to obey some rules and gives some tax money to local schools. Nevertheless, the community still has the most power in running its local public schools.

The Federal Government and Public Schools. One president of the United States who had many ideas about education was Lyndon Johnson. His term was from 1963 to 1969. President Johnson had a plan called the Great Society. Improving schools was a big part of Johnson's plan. He got Congress to pass three laws to help education. The laws were called (1) the Economic Opportunity Act; (2) the Elementary and Secondary Education Act; and (3) the Higher Education Act. These new laws started programs to teach adults to read and write (literacy); began Project Head Start, a preschool program for children from low-income families; and loaned money to students who wanted to go to college. These new laws got



More Education Means More Money

Estimated lifetime earnings according to years of education (in millions)

Source: U.S. Census Bureau

The more years of education a person has, the more money he or she makes in a lifetime. High school graduates in the United States each earn an additional $200,000 or more in a lifetime than students who do not graduate from high school.

the federal government deeply involved in public education for the first time.

School Desegregation. Until the 1950s, many public school districts in the United States did not allow white students and black students to go to the same school. Many towns, especially in the South, had one school for white children and a different one for black children. The practice of keeping white people and black people apart in certain places, like schools, was called racial segregation.

Until 1954, the United States Supreme Court said racial segregation in public schools was legal. But in 1954, the Court ruled that school segregation was no longer legal. In a famous case called *Brown v. Board of Education of Topeka, Kansas*, the Supreme Court said that the **U.S. Constitution** did not allow schools to separate children because of race. The Court said that students who had to go to a certain school because they were not white were not being given their constitutional rights. School districts that were separating students by race had to stop. To do what the Supreme Court said, some school districts started busing plans. Busing was the practice of taking students by school bus from one **neighborhood** to a different neighborhood. The purpose was to make sure students of all races were attending school together.

Some school districts have integrated (mixed) students of different races by starting magnet schools. Like a magnet attracts metal, a magnet school attracts interested students to special classes or subjects. Such schools often emphasize music, science, math, or art.

Head Start. One of President Lyndon Johnson's programs for children from needy families was Project Head Start. Young children (3- and 4-year-olds) who go to **Head Start** schools learn new skills that will help them when they begin kindergarten or first grade. People who like Head Start think that such schools will help these children catch up with other students and get good jobs when they finish their schooling. There are now about 1,300 Head Start centers in the United States. President Clinton wants to start more Head Start schools. He asked Congress to give him more money to do so. Some people do not agree with the president. They say Head Start costs too much and really does not help students very much. Because some members of Congress are looking for ways to balance the federal budget, they think Head Start should get less money than before.

U.S. Constitution—*the document signed in 1787 describing the basic principles and laws of the country, the organization of the government, and the rights of citizens*

neighborhood—*a small geographical area in a city, town, or country where people often share certain characteristics such as income, educational levels, and ethnic origin*

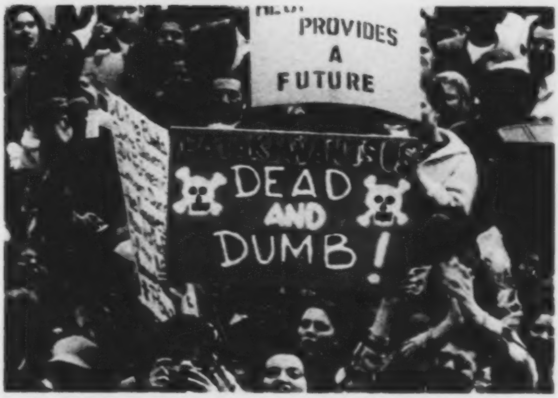
Head Start—*a plan to give young and often needy children a "head start" in their education so they can do as well as other students (A "head start" in a race gives a slower runner a chance to cross the finish line at the same time as a faster runner.)*

Unequal Funding. Schools in districts where richer people live often get more tax money than schools where low-income people live. This means the richer school districts can afford better buildings and equipment. This inequality exists because a lot of money for schools comes from local **property taxes.** Wealthy people own property that is worth more money than property owned by people with lower incomes. Therefore, the government, including local school districts, can collect more tax money from wealthy property owners than they can from low-income property owners. Some poorer school districts think this situation is unfair, because they cannot give their children the same quality of education that rich people can. Poorer school districts have tried to force states to make tax support to schools more equal.

Some school districts that want to increase funding have created a special fund for a specific project. Parents and businesses can give money to this special fund. School officials will then spend that money on that project. Supporters of these special private funds say that the schools need more money because schools are now getting fewer dollars from the federal and state govern-

A 1995 report stated that one-third of public schools in the United States need repairs. This means that 14 million students go to schools that have bad lighting, broken plumbing, or poor security systems. The cost to repair all these schools would be $112 billion. Many school districts, especially in cities, cannot afford to fix their buildings.

(Close Up Foundation/Renee Bouchard)



Some members of Congress think the student loan program costs too much. They want to limit the amount of money available. Here, students in New York protest limits on student loans. Many students say that they could not go to college without federal loans.

(AP Photo/Tim Roske)

ments. Other people think that these special funds will increase the differences between rich and needy schools.

Student Loans. Since the 1960s, the federal government has loaned money to many Americans who want to go to college. The **loans** for college costs go to students from low-income or middle-income families. However, students have to pay the money back after they graduate. The loan program is very large; in fact, in 1995, more than 6.5 million students had college loans from the U.S. government.

Many people do not support the student loan program because some students do not pay back their loans. In 1995, student loan programs cost the government $400 million dollars. Legislators are looking for ways to lower the program's cost. Some lawmakers want to limit the number of student loans. Others think that students should have to pay back their loans more quickly after they graduate from college. Many students oppose these ideas because they could not have gone to school without loans.

property taxes—*money paid by citizens each year to their local government; the amount they pay is based on the value of their property, such as land, cars, boats, and other items*

loan—*an advance of money that a person agrees to pay back later*

National Standards. In 1994, Congress passed President Clinton's plan to improve America's schools. It is called the Goals 2000: Educate America Act. The president wants all students to meet certain standards. These standards would show that students know something about many different subjects. The federal government would give money to local schools to help them reach these standards. The government would then check to see that schools were helping their students meet those standards. Two of those goals are increasing the high school graduation rate to 90 percent and making American students the best in the world in science and mathematics.

Some Americans and members of Congress do not agree with the Goals 2000 plan. They fear that if local schools take money from the federal government, the government will make decisions about what their schools should teach and how their teachers should teach. These people believe that parents, teachers, and principals should make these decisions. Although many of these people agree with President Clinton's goals, they do not want the federal government telling local schools what to do.

Other Americans believe that the federal government should spend more money on schools. They say this would improve education in the United States, especially for students who live in low-income communities. They point out that each school would still be allowed to create its own programs to improve student achievement. Many of these people not only support President Clinton's plan, but believe the federal government needs to help local schools by giving them more money.

Education Today. Have years of school reform and giving more money to education done any good? Are schools in the United States getting better? In 1995, a national report showed some areas of progress and some areas that needed to get better. For example, math

Violence is a big problem in many U.S. schools. To reduce violence, many schools have established rules to protect students. Many schools in the United States also have armed guards patrolling the halls and metal detectors at the front door.

(Close Up Foundation/Renee Bouchard)

scores among fourth and eighth graders are improving. More high school students are taking advanced math and science classes. However, as math scores got better, reading scores stayed the same or got worse. Only one out of every four fourth graders are skilled readers. In eighth grade, nearly one-third read below their grade level. Reading scores among high school seniors decreased. High school graduation rates have stayed the same for several years. Americans and their political leaders will continue to look for ways to improve schools.

Current Issues

Charter Schools. Some parents and teachers want to start a different kind of public school for students that they think will do a better job than the usual public school. These schools are called charter schools. Charter schools are supported by taxes, but students must apply to go there. Teachers tell parents how they will teach and what they expect of students. Parents who agree with the teachers can send their children there. If the local school board thinks the charter school will do a

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Working Students

About 5 million 12- to 17-year-old U.S. students work at part-time jobs. Many parents and teachers do not think that students should work while going to school. They say working students often get poor grades and that states should limit the number of hours students can work. Others do not agree. They think having students work is good because it teaches boys and girls how to be responsible. They argue that students and parents should make their own decisions about working after school; the government should stay out of it.

good job, it will approve the school and give it money to operate. These schools are often similar to a magnet school; they may emphasize a special area, such as music, art, science, math, or reading. Charter schools cannot teach religion or charge fees because they are still public schools. Even though the government gives these schools money from taxes, it does not make these schools follow as many rules as regular public schools. For example, charter schools can hire teachers who are not certified by the state. At the end of each year, students at charter schools take state tests to see if they are being properly educated in each charter school.

Some parents and political leaders like charter schools because they think the children get more time and attention. Because classes are usually smaller, parents say that teachers get to know their students better. Parents also think that teachers respond to concerns more quickly. Teachers say they can spend more time with each student. They believe teaching is easier with fewer government rules, and that parents support and talk to charter teachers more than teachers at regular public schools.

Other people do not think charter schools are a good idea. They doubt that teachers know how to manage schools that have few rules. Opponents say that charter schools are starting up too quickly. They believe that government rules protect children from bad schools and teachers. They warn that teachers who are not certified are not always good teachers. These Americans fear that students at many charter schools will not get a good education. They also are afraid that giving tax money to charter schools takes money away from the public schools that need it more.

Bilingual Education. Some immigrant students can speak little or no English when they come to America. In the past, some communities placed these students in school where only English was spoken. The U.S. Supreme Court said that schools that taught immigrant students only in English were **discriminating** against those students. The court said that schools could not discriminate against immigrant students by not teaching them skills they needed.

Many schools then started bilingual (two-language) programs to teach students in their language as well as English. Some schools teach students in their first—or native—language almost all day. Then, they teach using English for an hour. These teachers believe that students who develop their first language will learn English more quickly. Another program teaches students half the time in their first language and half the time in English. Finally, another school might teach students in simple English, gradually teaching more and more English words.

Some people think that immigrant students will not learn English very well in bilingual classes. Some parents of immigrants say that bilingual programs do not always promote children to the next grade even when they are ready to speak English all the time. Others complain that their children do not learn

discriminating— *treating someone badly, or unequally, because of his or her race, religion, gender, or other characteristic*

Many schools educate students who speak a language other than English at home. Here, students learn words in two languages. Some parents and teachers think all children benefit from learning two languages. Others believe that students should be taught in English only.

(Close Up Foundation/Renee Bouchard)

either their first language or English very well. These parents want teachers to speak to their children in English all the time. They believe that students will learn English more quickly if they read, speak, and write in English all day. They say that students will have more choices for jobs later on if they can read, write, and speak English well.

People who support bilingual education argue that the main goal of such education is to teach English. They also point out that immigrant students often need extra time and help to learn English. Many teachers say that it is hard to teach students who do not know English in the same room with students who do speak English. Some teachers and parents believe that students learn English more quickly in a bilingual program. Others ask why students must learn only one language—English—at school. They point out that many people who can speak more than one language get good jobs after they leave school.

Outlook

In recent years, many new ideas for making schools better have been tried. Many groups are getting involved: businesses, colleges, teachers, parents, and state governments. Even though American schools have always been run locally, the federal government also has some ideas about improving education. Some parents and teachers want more money from the federal government because they say it will help school reform. However, some members of Congress think that local school leaders can best improve schools. They do not want the federal government to become involved or to give much money to local schools. These lawmakers think that giving more money to schools will not solve the problems. Some citizens argue that schools need to spend the money they now get more wisely. People often argue about what it will take to make schools better. However, most Americans agree that schools need to be improved and that new ideas should be tried.

The Debate

Education

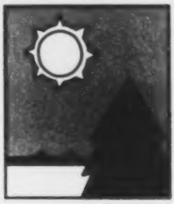
More Charter Schools Should Be Established.

PRO	CON
Many parents and teachers like charter schools. Parents say that charter schools are smaller and give more time to their students. Many parents find teachers can answer their concerns quickly. Teachers say that having fewer government rules makes their jobs easier. Charter schools are merely a different kind of public school and may be better for some students than regular schools.	Few teachers and parents know how to run a school. They need some help from government officials on how to manage schools the right way. Government rules protect students from bad schools and teachers. The state cannot evaluate charter schools during the school year. Only after students take tests at the end of the year can officials see if the school did a good job.

Immigrant Students Should Go to Schools That Use Only English.

PRO	CON
Immigrant students need to learn English. Being American means speaking English and students will learn it quickly if they hear, speak, and write it all day in school. Students who know English will be able to go to college and get good jobs. Bilingual programs do not teach immigrant students English or any other subject very well.	Bilingual education teaches students two languages—English and the students' first language. Students who speak two languages will do better in school and in the job market. Also, students will learn other subjects more easily in their first language. Many students will get upset and drop out if they are only being taught in English, a language they do not understand.

Environment



The environment is made up of the air, water, soil, plants, and animals of Earth. In the 1960s and 1970s, many Americans began to worry about the environment. The water in many lakes and rivers was not clean enough for swimming or drinking. Fish were dying. The air was dirty and hard to breathe, especially in cities. Some plants and animals were getting sick. To fight this **pollution,** the government passed laws to help clean up lakes and rivers, improve air quality, and save animals.

In the 1980s, scientists found new problems. They learned that pollution from one country could harm nearby countries. Furthermore, some experts thought that factory smoke and car exhaust were producing gases that cause Earth's temperature to rise. Scientists also found that some chemicals were destroying a part of the **atmosphere** called the ozone layer.

In 1992, leaders of 178 nations met to talk about environmental problems. They signed agreements to help the environment. Many people who are concerned about the environment (environmentalists) want even more laws to control pollution. However, others say that environmental protection costs too much.

Environmental problems are often hard to fix. People do not always agree on what causes these problems or how to solve them. However, most U.S. and world leaders agree that they must try to make the environment cleaner.

pollution—*the act of making the air, water, or soil unclean and dangerous; also, the unclean materials in the air, water, or soil*

atmosphere—*the air around Earth*

Background

The Environmental Movement

Early Interest. Some Americans began to pay attention to the environment in the 1890s. At that time, many factories in the East were causing **industrial pollution.** People moved west to leave the smoky, dirty cities. But many who lived in the West then worried that industries would soon come to their new homes and cause the same kinds of problems. Westerners wanted to keep the **wilderness.** They asked the government to save forests and create parks. In the 1890s, environmentalists started the Sierra Club to protect forests and the Audubon Society to save animals from **extinction.**

Modern Environmentalism. In the late 1960s and early 1970s, more and more Americans were worrying about the environment. Many people read a book called *Silent Spring*, written by Rachel Carson. *Silent Spring*

The National Park Service began in 1916. Its main duty is to protect the country's natural resources. The Park Service takes care of more than 73 million acres of protected land. Many people say that more land should be taken over by the Park Service because of damage to much of the country's land and resources.

(National Park Service photo by Richard Frear)

warned about pollution in the air and water. American men and women wanted to help clean up the environment because they could see that lakes and rivers were so dirty that many plants and animals could no longer live in them. In 1970, millions of people held a day of rallies, marches, and other events to promote making the environment cleaner. This nationwide event was called Earth Day.

Because of this interest, the federal government began passing environmental laws. Some of the first laws included the Clean Air Act (1963), the Clean Water Act (1972), and the Endangered Species Act (1973). In 1970, the federal government created the Environmental Protection Agency (EPA) to make sure that Americans were obeying the new environmental laws. Since then, Congress has added more environmental laws. Through environmental laws and the EPA, the federal government watches many of the country's industries to make sure they are not polluting.

- **industrial pollution**—*harmful smoke, chemicals, and solid waste that are created by factories*
- **wilderness**—*a natural area where plants and animals live*
- **extinction**—*the dying out of a plant or animal species*
- **global warming**—*heating that occurs when carbon dioxide traps the Sun's heat near Earth's surface, causing Earth's temperature to rise*

The World Environment. By the 1980s, many people believed that the whole world—not just the United States—had environmental problems. Pollution, ozone loss, and **global warming** affected everyone's environment. Scientists looked for solutions, especially after a fire at a nuclear power plant near the town of Chernobyl in Ukraine in 1986. This fire sent nuclear poison into the air, which harmed people, water, and farm animals over large areas of Europe.

Several nations made new environmental treaties in the 1980s. Those nations' leaders agreed to reduce pollution in their countries to help protect Earth's environment.

Then in 1992, officials from 178 nations met at the Earth Summit in Rio de Janeiro, Brazil. They planned treaties that would help the environment in many ways: reducing global warming, saving forests, limiting ocean pollution, and helping plants and animals to survive.

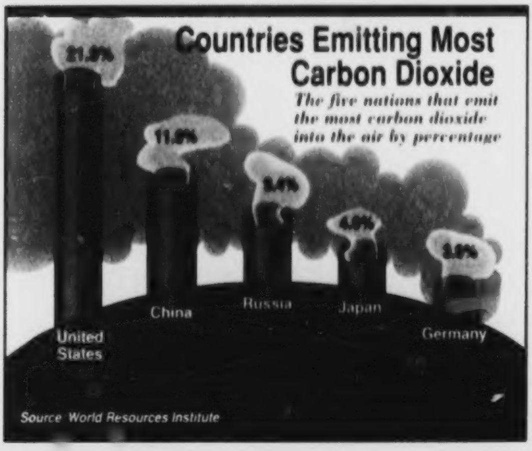
Dangers to the Environment

Global Warming. During the last 100 years, the amount of a gas called carbon dioxide in the atmosphere has gone up. Some scientists believe that this high level of carbon dioxide is causing a "greenhouse effect." Carbon dioxide traps the Sun's heat near Earth's surface and causes the temperature of the air (atmosphere) around Earth to go up. In other words, it works like a greenhouse.

Some scientists think that temperatures just a few degrees higher than normal would cause many problems. They say higher temperatures would melt polar ice caps and cause coastal areas to flood. Weather around the world would greatly change.

The 1980s was the warmest decade (ten-year period) on record. However, global temperatures cooled in 1992 and 1993. But they went up again in 1994 and 1995.

The United States leads the world in the emission of greenhouse gases.



Source: World Resources Institute

Before the government passed clean air laws, air pollution was a growing problem in U.S. cities. Here, pollution hangs over New York City in 1970.

(National Archives)

Although most scientists believe that human activities have caused some global warming, they do not agree on how warm the planet will get. They also disagree about how rising temperatures will affect the environment.

Loss of Ozone. Ozone is a gas that makes up a thin layer high in Earth's atmosphere. The ozone layer helps protect Earth from the Sun's dangerous ultraviolet rays. Ultraviolet rays can cause people to get sick. These rays can also harm crops. Some gases that get into the atmosphere destroy Earth's ozone layer. These gases are called chlorofluorocarbons (CFCs). CFCs can be found in some cleaning solutions, aerosol spray cans, refrigerators, and air conditioners.

In 1985, scientists discovered a hole in the ozone layer over Antarctica. Ten years later, researchers found that the ozone loss over Antarctica (the South Pole) had grown worse. Also in 1995, scientists found ozone loss over the Arctic (the North Pole) region. However, they said that harmful chemicals released into the air decades ago cause ozone loss today, so they are not certain if the problem will get worse or stay about the same.

Leaders from eighty-seven nations met in late 1993 to talk about protecting the ozone layer. They agreed to stop making chemicals (CFCs) that damage Earth's ozone layer. Federal laws have already reduced the use of CFCs in the United States.

Acid Rain. In the northeastern part of the United States and in Canada, air pollution has caused a high level of acid in rainwater. This rainwater is called acid rain. Acid rain makes it hard for plants and animals to live in the soil, streams, and lakes. Most scientists believe that rain becomes acidic when it falls through air pollution. Such pollution comes from some power plants that generate electricity, factories, and cars. Canadian officials believe that acid rain that falls in Canada is caused by air pollution from the United States.

Nuclear Waste. Some power plants use nuclear material for fuel. But when the fuel is used up, it leaves nuclear waste. The U.S. government also made nuclear waste when it built nuclear (atomic) weapons. Because the government is taking apart many of its nuclear bombs, there is even more nuclear waste to deal with. All of this waste has to be stored or destroyed.

However, storing nuclear waste is a problem. These materials are highly poisonous and radioactive. **Radioactive materials** can remain harmful for thousands of years. All over the world, countries—including the United States—are looking for safe ways to get rid of nuclear waste. Some people worry about burying this waste material in the ground or dumping it in the ocean. These two methods may damage the water supply. Today, each state is responsible for getting rid of its waste. However, many people do not want nuclear waste stored near their homes.

radioactive materials—*extremely poisonous nuclear materials that can harm the soil and water supply and endanger people, plants, and animals*

Major Environmental Laws and Treaties

Problem	Law or Treaty	Year	Actions
Global warming	Convention on Climate Change	1992	Recommends reducing emissions of greenhouse gases
Ozone layer	Monteal Protocols	1990	Bans CFCs in industrial countries by 2000, and in developing countries by 2010
	Clean Air Act	1990	Puts Montreal Protocol limits into law Eliminates other ozone-depleting chemicals Requires CFC recycling in 1992 for air conditioners and refrigerators
Acid rain	Clean Air Act	1990	Reduces sulfur dioxide emissions to 8.9 million tons a year by 2000 Reduces nitrogen oxides by 2 million tons by 1996
Endangered species	Endangered Species Act	1973	Bans killing endangered plants and animals
	Convention on Climate and Biodiversity	1992	Requires inventories of plants and wildlife and sharing of research, profits, and technology
Nuclear waste	Nuclear Waste Policy Act	1982	Plans a permanent, underground storage area for nuclear waste by the mid-1990s
Toxic waste	Toxic Substances Control Act	1976	Gives EPA the power to ban or regulate dangerous substances and test new substances
	Comprehensive Environmental Response, Compensation, and Liability Act	1980	Created the Superfund program to pay for the cleanup of hazardous waste sites and future toxic chemical disasters
Solid waste	Resource Conservation and Recovery Act	1976	Banned disposal of hazardous industrial wastes in city dumps
	Resource Conservation and Recovery Act	1984	Controls disposal of hazardous household wastes Requires all facilities handling wastes to have permits Establishes a system to track hazardous wastes from creation to disposal

Many power plants have been storing nuclear waste near the plants for years. But experts say that power plants are running out of space to store used nuclear fuel. Therefore, the U.S. government plans to build a permanent underground storage area for nuclear waste in a part of Nevada where few people live called Yucca Mountain.

Toxic Waste. Toxic wastes are the poisonous materials left after a factory makes chemicals, metals, plastics, or certain other materials. The United States makes 4.4 bil-

Toxic Waste

Almost everyone agrees that toxic waste sites like the one shown here need to be found and cleaned up. But who should pay the costs? The 1980 Superfund law wants the people who dumped the waste to pay. But until the dumpers are found and fined, the EPA continues cleaning up the sites. The EPA collects taxes from oil and chemical companies to pay the cleanup costs.

Supporters of Superfund agree that companies and individuals who create toxic waste hazards should be forced to pay to clean them up. However, finding the guilty parties is not always easy. Many toxic waste sites are old. Records about what was dumped or who dumped it may not exist. In addition, some companies that did the dumping years ago are no longer in business. As a result, the government cannot get money from them. One idea for paying the costs is to use general tax dollars. Another idea is to increase taxes on factories that make toxic waste.

(U.S. Environmental Protection Agency)

lion pounds of toxic waste each year. Some can be destroyed safely by burning or by chemical treatment. But for many years, toxic chemicals were dumped into pits, ponds, and **landfills.** In some places, the chemicals got into the soil and the underground water. This placed humans, plants, and animals in danger.

landfills—*certain areas where trash is buried*

Today, the Environmental Protection Agency (EPA) has rules for dumping toxic waste. The waste must be placed in a container that will not leak, and it must be taken to a specific place called a "toxic dump." These dumps must also be checked by workers who make sure containers are not leaking. The federal government has created a program called Superfund to pay for some cleanup of old and unsafe waste sites. Superfund gives some money, but the company that dumped the waste must also help pay some of the cleanup costs. Through Superfund, the EPA will clean up the 1,200 most dangerous waste sites. The EPA plans to clean up another 14,000 toxic dumps later.

Today, factories release only about half as much toxic pollutants into the nation's air, water, and land as they did in 1970. In addition, industries now recycle (use over) nearly 52 percent of all toxic wastes they produce.

Solid Waste. Each year, Americans throw away 180 million tons of trash. Of this amount, almost 72 million tons is paper waste. More than 30 million tons is yard waste (grass clippings, leaves, and tree limbs). Three-quarters of this waste is buried in landfills. However, as the amount of garbage grows, landfill space is decreasing. Some cities have already run out of landfill space. Most cities must find new ways to get rid of their trash. Many now have to haul their solid waste long distances to dump it.

Some cities near the coast dump their waste several miles out into the ocean. But putting trash in the ocean

A law called the Endangered Species Act (passed in 1973) protects fish and wildlife that are in danger of becoming extinct (dying out). In 1995, experts took alligators (like the one shown here) and gray whales off the list of endangered species. Scientists decided there were enough of those animals to survive without protection. Bald eagles and gray wolves are also growing in numbers. But 325 species in the United States remain endangered.

(AP/Wide World Photos)

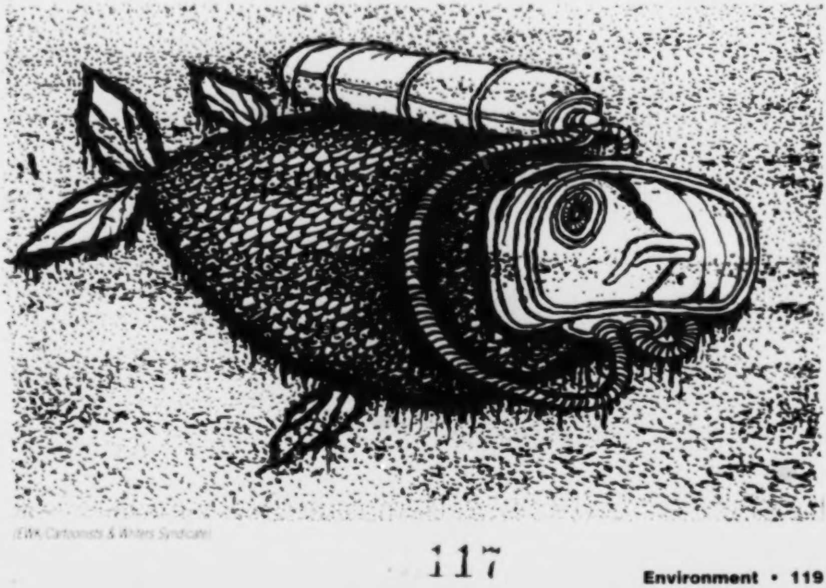
pollutes the water and kills fish. Other communities burn solid waste to make energy. But burning trash pollutes the air and produces hazardous ash, which then has to be buried in landfills. To reduce solid waste, many cities and towns are making their residents separate bottles, cans, glass, newspapers, plastics, and other materials from solid waste. Such materials are called recyclables because they can be turned into new products. In addition, some cities are asking homeowners to place grass clippings and leaves into **compost** piles to reuse as mulch. Today, more than one-fifth of all solid waste is reused through recycling programs or composting.

Current Issues

Easing Environmental Laws. Some Americans complain that environmental laws are expensive, especially for businesses. Some laws require business owners to purchase new equipment or change the ways they make products. This means that consumers may have to pay more money for the product. In addition, some say that environmental laws are becoming too strict and confusing as more and more laws are added. Companies say they have to spend a lot of time filling out paperwork showing that they obey environmental laws. Some complain that the government cannot manage the growing number of environmental protections well. They believe that too much government regulation costs Americans money. In short, many businesses say that environmental regulation costs U.S. taxpayers and consumers billions of dollars every year. They want environmental laws to be rewritten. They believe that simpler rules that cost less would improve the economy.

compost—*a collection of yard wastes that can be used to fertilize plants after it has decayed and become more like soil*

On the other hand, many Americans believe that environmental laws have done a good job. They want Congress to keep those laws. The quality of air, drinking water, and rivers has improved a lot since those laws



(EWK Cartoonists & Writers Syndicate)

were passed. Environmentalists argue that the money spent on environmental protection has been worth the cost because it keeps the environment healthy for future generations. They think that businesses are more interested in making money than in protecting the environment. Therefore, they say, businesses should not be given more freedom. Environmentalists point out that factories polluted heavily before environmental laws forced them to change. Many Americans assert that only the federal government can protect the environment. To do that, the government needs strong environmental laws.

Community Recycling. Many cities and towns ask their people to recycle glass, aluminum, newspapers, and plastics to reduce the amount of solid waste. Recycled waste products do not end up in landfills because they will be used again as raw material to make new products. In 1994, Americans recycled 65 percent of their aluminum cans and more than 40 percent of all paper. Many environmentalists and local government leaders say that people should be required to recycle. They

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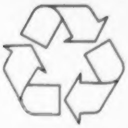
Recycle

Teachers believe that students will recycle for the rest of their lives if they start doing it when they are young. At this school, students sort paper to be recycled. Environmentalists hope to recycle more paper so that landfill space is saved.

(Close Up Foundation/Renée Bouchard)

believe recycling programs should be started as soon as possible, because waste sites are rapidly filling up. They also see advantages to reusing rather than throwing away valuable resources.

Although most experts agree that recycling can help keep landfills from filling up, they also see problems. They point out that it costs a lot for communities to collect, sort, and recycle waste. Besides, recycling takes a lot of time that people today do not have.



Many products now come with recycling information on the container. Many communities accept glass, aluminum, and paper for recycling. Look for the "recycle" logo on the back cover of this book.

Outlook

Today, many people in the world worry about the environment. In the United States, the government must decide how to deal with international pollution such as acid rain, the destruction of the ozone layer, and global warming. The United States is working with other nations to find ways to protect the world's environment. Congress has already passed laws to reduce pollution. However, the government, manufacturers, and communities are all affected by these laws. For example, the government must pay to clean up some polluted areas. Manufacturers need to add new equipment that does not pollute or make products that will not harm the environment. Cities and towns are looking for ways to pay for dealing with the solid waste produced by their citizens. But sooner or later, Americans will pay these costs through higher taxes and higher prices for the goods they buy. In deciding whether to support new environmental laws or international agreements, Congress must balance the costs against the benefits of a clean environment.

The Debate

Environment

The United States Should Ease Environmental Laws.

PRO

Environmental laws cost U.S. taxpayers and consumers billions of dollars every year. Relaxing those laws would help the U.S. economy and help reduce the federal government's budget deficit. Now there are too many laws. Companies now know they must preserve the environment. Writing new laws could simplify, and maybe improve, environmental protection.

CON

The U.S. government should not change laws that are working well. Government and businesses have already spent billions of dollars to clean up air, drinking water, rivers, and other areas. Changing those laws risks harming the environment and wasting that money. The federal government should be responsible for keeping a healthy environment.

Communities Should Make People Recycle Certain Items.

PRO

Each year, Americans throw away 180 million tons of trash. Much of it is buried in landfills, which are quickly becoming filled. Communities should make people recycle to reduce the amount of trash dumped in landfills. Recycling can also make people more aware of reducing waste. Recycling also brings some money into the community when the materials are sold.

CON

Each person should be able to choose whether or not to recycle. Sorting recyclables takes too much effort and time for many people. In addition, it costs companies that sort and sell the recyclable materials too much money to do this. Local governments should urge people to reduce the amount of trash they discard, but they should not force people to recycle.

Health Care

In 1995, Americans spent more than $900 billion on health care. People in the United States spend more on health care per person than citizens of any other nation. Some experts believe that by 2000, health care will cost Americans $1.6 trillion per year. Even so, millions of people do not receive good health care. Even people who have **insurance** sometimes cannot afford to pay the deductible (the amount of money patients must pay before their insurance coverage begins), so they do not see a doctor or go to a clinic. Increasing medical costs and a growing number of uninsured Americans have contributed to what some call a health care crisis.

In 1993, President Bill Clinton urged Congress to pass a health care **reform** bill that he said would make health care affordable and available to all Americans. However, the president's attempt to reform health care failed when many members of Congress thought that the plan would lead to higher taxes and more government **regulations.**

In 1995, Congress debated making changes in the two largest government health programs, Medicare and Medicaid. These programs give health insurance to older and low-income Americans, but cost a lot of money. Any changes to these programs will show how much lawmakers want the federal government to be involved with the health care of millions of Americans.

insurance—*an agreement to pay a certain amount of money—a premium—to a company; the company in turn agrees to pay most of a person's medical costs*

reform—*to change or make better*

regulation—*a rule*

Background

The Push for Health Coverage for All. Many Americans believe that the government should make sure that all people receive the health care they need. Others think that people, and not the government, should be responsible for their own health care. The debate over government-funded health care has been going on since the early part of this century, when President Theodore Roosevelt said the government should provide health insurance to all Americans. In 1935, President Franklin Roosevelt considered making national health insurance a part of Social Security, his new program to provide money to older Americans. Roosevelt dropped this idea because he was afraid that a health insurance plan might cause Congress to vote down the Social Security Act. National health insurance became an issue again after World War II. President Harry Truman pushed for a federal insurance program that would provide complete health coverage, but Congress blocked his effort. During the mid-1960s, President Lyndon Johnson successfully promoted social programs in a plan that he said would end poverty and

In 1965, President Lyndon Johnson (left) signed Medicare into law. Medicare and Medicaid provide older and low-income Americans with guaranteed health insurance. Also present is former President Harry Truman, who pushed for national health insurance during his administration.

(National Archives)

help Americans live more comfortable lives. He called his plan the Great Society. The Great Society included Medicare and Medicaid, two government-financed health care programs that are still in effect. These programs help older, disabled, and low-income Americans receive health care.

Teen Smoking

Although President Clinton does not think anyone under 18 should be able to buy cigarettes, the number of teenagers starting to smoke cigarettes is going up. In the fall of 1995, the president said the Food and Drug Administration (FDA) should closely control the sale of cigarettes to people under the age of 18. He wants to stop all cigarette vending machines sales. Many people support the president; however, tobacco companies are protesting these ideas.

Medicare. Today, more than 33 million older Americans and people with disabilities receive health care benefits through Medicare. Medicare has two parts. The first part helps pay for hospital care. Each working person in the United States pays a special payroll tax to fund this hospital insurance. Recipients must pay a certain amount, called a deductible, before Medicare will help pay the remaining hospital costs. Patients also may have to pay some of their own money to their doctors or hospitals if certain treatments are not covered by Medicare. The second part of Medicare pays 80 percent of doctor fees, laboratory tests, and other medical expenses. Patients must pay the other 20 percent.

The Medicare Dilemma. In 1995, Medicare cost $170 billion. Officials say that Medicare will run out of money after 2002. Many lawmakers believe that the government must find a way to slow Medicare spending to reduce the **federal budget deficit** and keep the program from going broke.

federal budget deficit—*the amount of money the federal government spends in excess of the money it collects each year*

In 1995, Congress debated two changes to control Medicare costs. First, some members wanted to raise

Nearly 37 million Americans are uninsured. They must pay the full cost for any health care they receive or their bills are paid by taxpayers who support public hospitals. President Clinton and Congress are looking for ways to make health care affordable and available to all people.

(Close Up Foundation/Renee Bouchard)

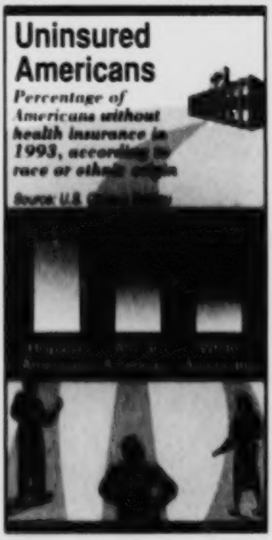
older Americans' fees for monthly Medicare insurance payments. Second, many lawmakers think the government should not promise, or guarantee, that all Americans will get Medicare when they reach the age of 65.

Medicaid. Medicaid is a program sponsored by both the federal government and state governments. Medicaid helps men and women with low incomes pay for health care. Although the federal government pays for half of Medicaid, each state runs its own program and sets income limits on who can receive this service. Medicaid pays for hospital care, long-term nursing care, doctors' fees, laboratory tests, and X-ray examinations. It also pays the fees and insurance payments for Medicare recipients whose incomes are near the poverty level. Some states have reduced Medicaid services because the program is expensive. Therefore, some patients have to pay the difference that the Medicaid benefits do not cover.

In 1995, Congress passed a bill that said the federal government would give states a certain amount of money for Medicaid. This money is called a "block grant." The states could spend the money in the way they thought was best. Under this bill, the federal government would not guarantee that all low-income Americans would get health insurance. Supporters argued that because state leaders know their citizens' needs better than officials in the federal government, state officials will make better decisions about health care and spend the money wisely. Also, supporters think this plan would save money. President Bill Clinton and many Democratic members of Congress do not agree with this idea. They believe that the federal government needs to guarantee health insurance for low-income Americans. President Clinton vetoed (did not sign) the Medicaid reform bill.

Rising Health Care Costs. Over the past twenty-five years, the cost of health care has greatly increased. When Medicare and Medicaid began in 1965, spending on medical services by the government, private insurance companies, and patients totaled about $41 billion. The federal government provided $1.7 billion of the total. By 1995, spending for health care was more than $900 billion. Some experts say that total spending will reach $1.6 trillion by the turn of the century.

Health care costs have gone up sharply for two reasons: (1) an increase in the amount of money the government and insurance companies, rather than the patients, pay toward medical bills, and (2) the use of expensive new medical technologies. Another reason for the big increase in Medicare costs is the fast growth in the number of older Americans who can receive benefits.



Hispanic Americans are the least-insured ethnic group in the country, with nearly one-third living without health insurance.

Government and Insurance Payments. Some experts believe medical costs have become so high because most health care services are paid for by private insurance companies and the government rather than by patients themselves. Most insurers, including the government, cover 90 percent of patients' hospital costs and 80 percent of the doctors' fees. Many experts say that this method of payment allows some doctors and hospitals to charge high prices because they know they will get paid. Insurance companies have investigated claims that some doctors charged insurance companies for services that were never provided. Insurance companies say that this practice keeps health care costs high because they have to charge higher rates, or premiums, to their customers so they can pay doctors and hospitals for services that may have not been provided. Doctors and hospital directors say that such unfair practices are rare and that most health care providers are honest.

New Medical Science. The development of new knowledge and equipment has made health care costs go up. Medical equipment is expensive to develop and buy and requires highly trained, well-paid operators. The costs of the equipment and services are passed on to patients and their insurers.

New medical knowledge and equipment allow doctors to provide better care for patients. However, the staff and machines required to provide such care are often very expensive. This raises the cost of medical care.

(American Red Cross)

New AIDS Drugs

Scientists have developed some new drugs they think will help people with AIDS. While doctors are glad to have the new drugs, they point out that these new drugs are not a cure. They may help some people, but doctors need to get more information before they prescribe these drugs to all AIDS sufferers. AIDS patients will take the new drugs at the same time they are taking an older drug for AIDS to see if the new drugs really work.

Modern medical science also helps people live longer. This adds to health care costs. Today, respirators keep people breathing when their lungs fail and machines keep weak hearts pumping. Doctors are trained to keep patients alive at all costs and to give them the best treatment possible. However, these efforts sometimes cost the patients and their families more money than they can afford.

Malpractice. In recent years, **liability** insurance rates for doctors have increased sharply. Malpractice suits, which are lawsuits brought by patients against doctors for "bad practice" or improper care, have caused insurance rates to rise so high that many doctors say they can no longer afford to pay their malpractice insurance premiums. Every year, doctors in the United States pay almost $9 billion for medical malpractice insurance.

To avoid malpractice suits, many doctors practice what is often called defensive medicine. In other words, to defend themselves, doctors order a large number of tests and laboratory exams to cover all possibilities. Such tests add greatly to costs. In addition, if a doctor loses a malpractice case, his or her insurance company often has to pay millions of dollars. The insurance companies then have to charge even higher rates to their customers, the doctors.

liability—*anything for which a person is legally responsible*

In September 1995, thousands of people walked through Washington, D.C., to raise money for AIDS research. Several famous people, including Tipper Gore (wife of Vice President Al Gore) have raised money to help people with AIDS.

Photo courtesy of Randy Shulman, MWI

The AIDS Crisis. Since the early 1980s, more than 500,000 Americans have been diagnosed with acquired immune deficiency syndrome (AIDS). About 310,000 have died from the disease. Currently, there is no known cure for AIDS and no vaccine against the virus that causes it.

AIDS is caused by a virus called the human immunodeficiency virus (HIV). HIV attacks the body's white blood cells. White blood cells help protect a person from infections. When these cells are damaged, a person cannot easily fight off disease. Thus, people with AIDS often die from illnesses that would not have killed them if their immune systems had been working properly. Care for AIDS patients costs an average of $100,000 per patient. The federal government has spent millions of dollars on research to find a cure for or **immunization** against AIDS. Some research money is used to test drugs to see if they are safe and effective for AIDS patients. The government spends other funds on health care services for AIDS patients, as well as education programs, television advertisements, and other major public information campaigns.

immunize—*to prevent a disease*

Current Issues

Paying More for Medicare. Medicare affects older Americans, their families, hospitals, doctors, nurses, and other health care workers. All of these groups carefully watched the Medicare debate in the 104th Congress. In 1995, members of Congress approved changes to the Medicare program. These changes called for lower spending on Medicare by $270 billion over seven years. Under this plan, the government would pay hospitals and doctors less money than they had been getting for the same care. Older Americans would pay a higher premium for Medicare. Many Republicans supported this plan as a way to help balance the budget. President Clinton vetoed the Republican plan, and instead proposed cutting $124 billion out of the Medicare budget over seven years. Clinton and some Democrats said the Republican plan would take too much money away from an important program. They believe that under the Republican plan, older Americans would not get the medical care they need.

Many Republicans and Democrats do agree that Americans eligible for Medicare should pay more for their Medicare premium each month. Supporters say that

The average older American pays $2,803 a year on medical expenses. Long hospital stays are expensive. More than 75 percent of Medicare recipients have a yearly income of $25,000 or less.

(Close Up Foundation/Renee Bouchard)

higher premiums are a fair way to raise money for Medicare. They point out that many older people can afford to pay a few dollars more. They also argue that as more people become older, Medicare costs will increase.

Opponents of a higher monthly premium point out that millions of older Americans will not be able to pay higher premiums. Furthermore, they point out that Medicare does not pay for prescription drugs or nursing care. Therefore, higher monthly premiums will mean that many older Americans will have less money to spend on their other medical needs.

Health Coverage for Everyone. In 1993 and 1994, the Clinton administration promoted a plan, the Health Security Act, that would have provided health care coverage for all Americans. Although Congress did not vote on the plan, many national leaders and American men and women still believe that the government should find a way for every citizen to get affordable health care. They also believe that tighter government control will help keep the cost of health care from going up so quickly.

Many experts believe that the Clinton plan did not get through Congress because it tried to do too much at once. For example, under the plan, everyone would have been required to buy private insurance by 1998 and all employers would have had to help pay for their workers' insurance. Those who opposed the plan said that such requirements were complicated and expensive. Some said that the plan would have created a huge new government **bureaucracy** in Washington. They also said that the plan would hurt small businesses that would not be able to afford to buy health insurance for their workers. Although the Clinton plan was not passed by Congress, most observers think the debate over health coverage for everyone will continue.

bureaucracy—*the thousands of government workers in an agency or department*

Outlook

The debate over Medicare and Medicaid asks how involved the federal government should be in giving health insurance to older and low-income Americans. The government needs to answer this question soon, because Medicare probably will not be able to pay its bills after 2002. Some people think that too much of the federal budget is going to pay for Medicare. However, other Americans believe the federal government needs to protect older and low-income Americans by helping them pay for health care. The outcome of the Medicare and Medicaid debates may result in the federal government having a smaller role helping millions of Americans pay their medical bills.

The Debate

Health Care

Older Americans Should Pay More for Medicare.

PRO

Medicare is taking more and more of the federal budget. Lawmakers cannot balance the budget without cutting Medicare costs. In less than seven years, Medicare will not be able to pay its bills. Medicare gives money to older people, many of whom can afford to pay more for health insurance. Some working Americans pay taxes that go for health insurance for older people, but cannot afford health insurance for themselves.

CON

Millions of older Americans have low incomes. They cannot afford to pay more for their share of Medicare. Medicare now has a high deductible that many cannot afford. Older Americans already have to pay for all prescription drugs, nursing home care, and 20 percent of doctors' bills. Balancing the budget by cutting programs for retired people is unfair and wrong. The real problem is that health care costs too much.

The Government Should Provide Health Care Coverage for All Americans.

PRO

The United States is one of the only industrialized countries that does not guarantee health care for all its people. Americans spend more on health care than the people of any other nation. Even so, 37 million Americans do not have health insurance. The United States needs a plan that will provide coverage for everyone while reducing costs.

CON

The government cannot afford to provide health coverage for everyone. More than 80 percent of the population has health insurance, and the people who are not insured would be helped by more competition in the health care industry. Plans for national health insurance rely too much on government intervention and cost too much.

Immigration

Before 1882, the United States was open to anyone, but as more people came in and the population grew, the government made laws to control immigration. Early immigration laws limited the number of new immigrants from Europe, Asia, and Africa so that the **ethnic** makeup of the United States would not change.

In 1965, the government added a new law that limited the number of immigrants from Latin America. However, many Latin Americans ignored the law and came to live in the United States illegally. So, in 1986 the government started a new effort to stop illegal immigration while offering **amnesty** to **aliens** who were already living in the country.

Some people think too many immigrants are now coming to and living in the United States. Since 1992, about 700,000 new immigrants have been legally allowed into the country each year. In 1994, more than 22 million legal immigrants were living in the country, the most in U.S. history. Experts think that about 4 million illegal immigrants also live in the United States.

Should the U.S. government lower the number of immigrants who can legally come to America? Should the United States accept all immigrants who are escaping poverty and **persecution** in their home countries? Today's lawmakers will have to consider these questions as they decide future U.S. immigration policies.

ethnic—*people that share the same culture, language, religion, and other characteristics*

amnesty—*a pardon from the government*

aliens—*people from another country*

persecution—*harassment, torture, and oppression, especially for reasons of religion, politics, or race*

Background

Making Immigration Policy

Unlimited Immigration. The earliest immigrants to America came from northern and western Europe. Settlers from Spain started St. Augustine in Florida in 1565. English colonists settled Jamestown, in Virginia, in 1607. Others soon followed. Many came to escape war, poverty, hunger, or religious persecution. Some came to make more money. The "New World" was open to anyone who wanted to make a new start. Others were brought against their will from Africa—to work as slaves.

From 1880 to 1920, more than 23 million immigrants, most of them from southern and eastern Europe, came to the United States. Many families like the one shown above entered the United States through Ellis Island in New York Harbor.

(National Archives)

The First Laws. The first immigration laws were aimed at people who were not from Europe. From 1882 to 1942, the Chinese Exclusion Act did not allow anyone from China to immigrate to the United States. In 1907, Japan promised to stop immigrants from moving to California. In return, in a plan called the "gentlemen's agreement" President Theodore Roosevelt agreed to stop separating Japanese students from others in California schools.

By 1900, however, Americans were complaining about European immigrants as well. From 1900 to 1920, thousands of southern and eastern Europeans moved into U.S. cities, causing overcrowding. Some Americans thought that these new immigrants would take the jobs of Americans because they were willing to work long hours for low pay. In

nationality—*belonging to a particular nation by birth or by naturalization*

prejudice—*a negative opinion that is not based on enough facts or information*

addition, many people believed that eastern and southern Europeans were inferior to people from northern and western Europe. They thought that these later immigrants would not be able to learn English as well as others, and that they would not fit in with American culture and society. Because of this, many U.S. citizens wanted to limit immigration.

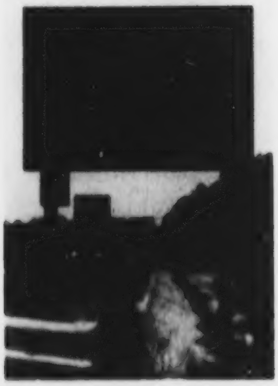
Early immigration laws aimed to keep the racial, religious, and ethnic makeup of the United States from changing. A law passed by Congress in 1921 encouraged immigration from Germany, Great Britain, Ireland, and the Scandinavian countries because lawmakers thought that natives of these countries were more likely to be accepted by Americans. Meanwhile, the same law held down immigration from eastern and southern Europe. The 1921 law said that the number of immigrants who could come from a country would be a small percentage of the number of foreign-born people of that **nationality** who already lived in the United States. Congress reduced that percentage even more in 1924.

Because of **prejudice** against people from eastern and southern Europe, Congress passed the National Origins Act in 1929. This law greatly limited immigration by those of what the act called "less desirable" heritage. Of the annual number of 150,000 immigrants, 70 percent were to come from Germany, Great Britain, Ireland, and Scandinavia; the remaining 30 percent could come from countries in southern and eastern Europe such as Italy and Poland.

Displaced Persons Act of 1948. Millions of people were homeless after World War II. To ease this problem, President Harry Truman encouraged Congress to allow more immigrants to come to the United States. So, in 1948, Congress passed the Displaced Persons Act, which admitted some homeless people. However, some did not like the law because it required immigrants to pass a security test and have proof that they had a job and a place to live when they came to the United States.

McCarran-Walter Act of 1952. In 1952, Congress passed the McCarran-Walter Act. This new law tightened controls over immigrants by adding **ideology** to nationality as a test for admission to the United States. This law was passed partly because Americans were afraid of communism in the 1950s. People thought that foreigners coming to America might be communists who wanted to overthrow the government. McCarran-Walter was used to stop many writers, artists, and politicians from coming to the United States because of their political views.

Creating an Illegal Immigrant Problem. There are two kinds of immigrants, legal and illegal. Legal immigrants are people who enter the United States with permission from the U.S. government. They are protected by U.S. laws and often have special job skills. Unlike legal immigrants, illegal immigrants do not have permission to come to or live in the United States. Yet because these people know they can find jobs, such as picking crops or cleaning office build-

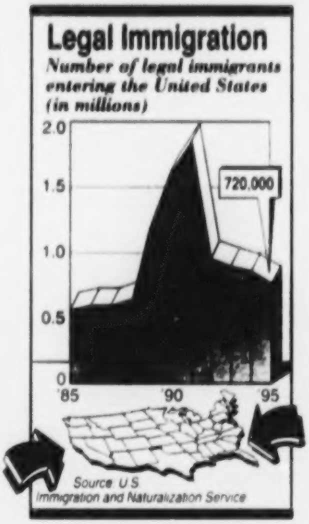


Illegal imigrants often enter the United States by running across the U.S.-Mexican border. This road sign in San Diego, California, warns motorists to watch out for these immigrants as they drive. (San Diego Union-Tribune)

- **ideology**—*thoughts or beliefs*
- **Eastern Hemisphere**—*the half of Earth that includes Africa, Asia, Australia, and parts of Europe*
- **Western Hemisphere**—*the half of Earth that includes North and South America*
- **refugees**—*people who flee from their home country to safety in another place*

ings, they come to work in the United States without the government's permission. They are not protected by all U.S. laws. But before 1965, the United States did not have a serious illegal immigration problem.

Immigration Act of 1965. In 1965, Congress passed a new immigration law that was much different from earlier laws. The 1965 Immigration Act got rid of quotas that discriminated against nationalities. Instead the new law set an overall quota of 170,000 immigrants from the **Eastern Hemisphere**, but also limited for the first time the number of immigrants from **Western Hemisphere** countries to 120,000 per year. Before 1965, thousands of jobs requiring low-wage labor had been filled by Mexicans and Central Americans who needed only to apply for temporary or permanent visas to legally come to the United States. The 1965 law stopped many Latin Americans from getting these visas. Yet many workers continued to come to America illegally.



Source U.S Immigration and Naturalization Service

Legal immigration has gone down in recent years. However, the effect that immigrants have on American society and the economy is still being debated.

Some people say that U.S. employers take advantage of illegal immigrants, because they are often paid low salaries. For years, illegal immigrants have been afraid to complain about low wages or poor working conditions because they thought that they would be fired or reported to immigration officials. But many other Americans do not worry about how illegal immigrants may have to live, and want to keep them out.

Refugee Act of 1980. Before 1980, only a special act of Congress could admit groups of **refugees**—most often people who were fleeing communism. For example, in

Citizenship Requirements

To become a citizen of the United States, a person must be legally admitted into the country for permanent residence and:

- ***be over 18 years old***
- ***have lived in the United States for five years***
- ***be able to read, write, and speak English***
- ***demonstrate a knowledge of American history and government***
- ***not belong to any organization that calls for the overthrow of the government by violence or the doctrines of communism***

1976 Congress passed special laws to admit 565,000 refugees who fled Southeast Asia after South Vietnam came under communist control. However, in 1980, Congress made a major change in immigration policy by passing the Refugee Act.

The Refugee Act of 1980 defined a refugee as someone who flees a country because of persecution "on account of race, religion, nationality, membership in a particular social group, or political opinion." This law allows the president to permit a certain number of refugees to enter the United States each year. The Act also allows the president to admit any group of refugees in an emergency.

In recent years, the number of people seeking safety in the United States has increased greatly. For example, in 1991 and 1992, after Haitian generals overthrew their president, Jean-Bertrand Aristide, nearly 40,000 Haitians tried to come to the United States in boats to escape Haiti's problems. President George Bush ordered that the boats—some of which were unsafe and might sink—be turned back without reviewing the cases of the people aboard. He said that the Haitians were only coming to get away from poverty, so he would not let them enter America. In general, the U.S. government does not allow people into the United States if they are just trying to escape poverty. President Clinton continued President Bush's policy. However, when U.S. courts said that Haitians were escaping a corrupt government, some were allowed into the United States. In 1994, President Aristide returned to power and held democratic elections. Many officials hope that with democracy, the economy will improve and the number of Haitians immigrating to the United States will go down.

Illegal immigration from Mexico has caused the U.S. government to secure its borders. Here, workers construct a fence along the U.S.-Mexican border.

(AP/Wide World Photos)

Immigration Reform and Control Act of 1986. The Immigration Reform and Control Act of 1986 was passed to stop the flow of illegal immigrants from Latin America by punishing U.S. employers who hire them. At the same time, the law gave immigrants who had lived in the United States since 1982 the chance to become legal citizens.

Amnesty for Illegal Immigrants. For one year after the 1986 law went into effect, the government granted amnesty to illegal aliens who could prove they had lived continuously in the United States since at least January 1, 1982. Those people who were in the United States illegally could one day become American citizens if they first got temporary resident status from the U.S. government.

But only about 1.8 million people filed the necessary papers during the one-year period. The Immigration and Naturalization Service (INS) had predicted that 2 to 4 million people would apply. One reason for the low turnout was that many illegal immigrants could not prove they had been living in the United States since January 1982. Because most illegal immigrants try to hide from the law, they could not provide the rent receipts, Social Security cards, income tax forms, or letters from employers that could prove they should receive amnesty. In addition, many did not trust government officials.

Immigration Act of 1990. The Immigration Act of 1990 increased the number of immigrants allowed to enter the United States by nearly 40 percent. From 1992 to 1994, the United States limited the number of newcomers to 700,000 a year, up from the previous limit of 540,000. Immigration is now set at 675,000 per year. The law also raised the number of visas for immigrants with special skills, such as engineers and scientists. In addition, Congress made it illegal for the U.S. government to deny anyone entry into the country because of what they believed or said or with whom they associated. Even so, the government can still keep out some people, such as suspected terrorists.

Immigration Today

The increase in the number of immigrants from developing countries, especially those in Latin America and Asia, has brought big changes to the United States. For example, nearly 75 percent of the residents of Miami speak a language other than English at home. Almost 50 percent

Immigrants have been coming to America since its beginnings. More than 85 percent of legal immigrants become U.S. citizens.

(Close Up Foundation/Marcia Thompson)

of New York City residents do the same. In many communities in the southwest part of the country, Spanish is the language most commonly spoken by immigrants.

However, many Americans believe that such changes in language and culture threaten what they see as the national identity of the United States. Consequently, immigration has become a controversial issue.

Anti-Illegal Immigration Movement. Many Americans have criticized U.S. immigration policy—especially policies concerning illegal immigrants. Both legal and illegal immigrants have changed the racial, ethnic, and cultural character of the United States. Some studies show that the nation's foreign-born population is growing faster than the native-born American population.

The Burden on Social Programs. Most immigrants remain near the borders of the country, especially in southern California. Many leaders, including California Governor Pete Wilson, think this large number of immigrants has hurt California's economy and causes high unemployment. Although illegal immigrants are not eligible for most public benefits, states are required by federal law to provide schooling and emergency medical care to both legal and illegal immigrants. Many Californians agreed with Wilson and, in November 1994, passed Proposition 187, a law that denies public schooling, nonemergency health care, and social services to the state's 1.6 million illegal immigrants.

After voters passed Proposition 187, opponents said it violated the U.S. Constitution and challenged it in court. In 1995, a federal judge said that Proposition 187 is unconstitutional because only the federal government, not a state government, can control immigration. According to the judge, state officials are interfering with immigration policy if they ask people if they are illegal immigrants. Supporters of Proposition 187 are appealing the ruling. Many experts believe that the U.S. Supreme Court will have to decide this case.

Although California voters passed Proposition 187 in 1994, a federal judge found parts of it unconstitutional. Many people have strong opinions about which, if any, social services immigrants should receive. Here, some California residents protest Proposition 187. (AP Photo/Eric [illegible])

Meanwhile, people in California and other states continue to debate what kind of benefits, if any, immigrants should receive. Some think that providing education and health care for illegal immigrants is too expensive. Others disagree and think that the children of illegal aliens will benefit from the free education and social programs and soon become productive citizens just as other immigrants before them have done.

Current Issues

Legal Immigration and the U.S. Economy. In 1995, about 830,000 legal immigrants came to the United States. Many Americans think that number should be reduced. They believe that the country cannot handle all the newcomers. Some even say that the country should stop all immigration for a short time. They think the United States needs time to adjust economically and socially to the legal immigrants.

Americans who want to restrict immigration think that legal immigrants hurt the U.S. economy. They say that

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immigrants take jobs away from U.S. citizens, which causes higher unemployment for those citizens.

However, many economists argue that immigrants help the economy more than they harm it. Legal immigrants often have special job skills. They may speak two or three languages or be trained in a special occupation. Many American businesses sell products in other nations and need workers who know languages besides English. Other U.S. companies need scientists or engineers. Opponents to restrictions say that there are not enough Americans who can do these special jobs. They point out that immigrants need housing, food, clothing, and other goods, and that by spending their money for these things, they create jobs. They say that immigrants give more to the economy than they take.

English Only? Some people argue that restrictions on immigration are necessary to keep America's national identity. The great increase in Latin American and Asian immigrants has brought big changes to some parts of the United States. In Florida, California, and New York and in communities in the American Southwest, Spanish is commonly spoken. Many people believe that all Americans should speak English.

Many immigrants find success in the United States. Many are small business owners like the couple pictured here, who came to the United States from Korea.

(Close Up Foundation/Renee Bouchard)

Although the majority of people in the United States do speak English, there is no official language. The U.S. government prints ballots for voting in different languages. Some communities have street signs written in other languages and some schools teach students in two languages.

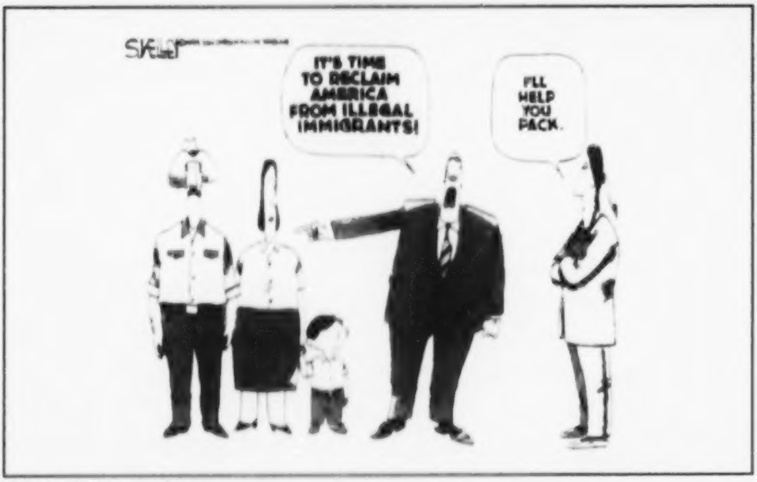
In 1995, some Americans became upset when they saw a ceremony on television in which new immigrants spoke the pledge to be American citizens in Spanish. They thought that these new citizens should speak in English. In response, Senator Bob Dole said that the United States should make English its official language; many other members of Congress agreed. If English were made the official language, the government would print laws, tax forms, and street signs only in English. Schools would teach students only in English.

Americans who want to make English the official language argue that a common language gives political and social stability to a society. Many do not like the effect large numbers of people who do not speak in English are having on their communities. Some Americans say that a **bilingual** society will divide the country along cultural and racial lines.

Others think that English-only arguments are racist. They believe that the government will exclude people from American society if all people in business, government, and schools speak only English. They say that most immigrants want to learn English because they realize they must if they want to get ahead in the United States. Critics of making English the U.S. official language point out that many immigrants study English and speak it well. How-

Immigrants from East Asia have brought dramatic changes to many areas of the United States. In communities with large Asian populations, signs written in Chinese characters are common.

(Close Up Foundation/Renee Bouchard)


SKelley
IT'S TIME TO RECLAIM AMERICA FROM ILLEGAL IMMIGRANTS!
I'LL HELP YOU PACK.

(Steve Kelley-San Diego Union-Tribune)

ever, they say that immigrants need time and help to learn English.

Outlook

Immigration affects many different parts of American life, including jobs, culture, and government. Therefore, many Americans have strong feelings about immigration policies and proposals. Public officials who want to crack down on more immigration say that immigrants take jobs away from Americans, use taxpayer money for public assistance, and resist learning English. Others, however, say that immigration should not be restricted because immigrants work and study hard. They point out that almost all Americans are descended from immigrants. At the same time, Americans are divided about the social changes immigrants make in communities. The president, Congress, and communities where immigrants tend to settle will continue to debate immigration policies and proposals for years to come.

bilingual—*able to speak and understand two languages*

The Debate

Immigration

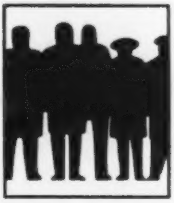
The United States Should Tighten Restrictions on Legal Immigration.

PRO	CON
Immigrants, both legal and illegal, take jobs away from U.S. citizens, which causes higher unemployment. Although immigrants worked in factories and helped America become strong years ago, the United States does not need many immigrants today. Taxpayers are forced to support the newcomers who cannot find work.	Attempts to restrict immigration are often racist. Immigrants have always been important to the U.S. economy. Some businesses need skilled immigrants who speak many languages well and have many job skills. Immigrants also buy American goods and services, thereby helping the economy more than they hurt it.

The United States Should Make English Its Official Language.

PRO	CON
A common language brings people together. Without a common language, the United States will divide along language or racial lines. The populations of bilingual countries such as Canada are often not united. English is America's language, and most immigrants want to learn it. People who want to succeed in America must be able to speak and understand English.	English-only arguments are racist. If officials in the government, schools, and courts speak and write only in English, they will exclude some people from many parts of U.S. society. Most new immigrants want to learn English, but need time to do so. Millions of immigrants who came to the United States 100 years ago could not speak English, but they learned.

Poverty



When the United States was founded, its government was not expected to care for people in need. Low-income and older people had to depend on family, friends, and charity groups for food, clothing, and housing. However, when millions of people lost their jobs during the **Great Depression** of the 1930s, many fell into **poverty.** As a result, President Franklin Roosevelt began government programs to help the people in need. His plan, called the New Deal, created unemployment insurance, Social Security, and job programs that raised the level of government involvement in the daily lives of Americans. Many of those programs still exist.

Over the next sixty years, social programs grew. Today, the federal government helps low-income people by paying their medical bills, giving them coupons for food, and helping them find jobs. Although the number of low-income Americans fell in 1994, many people are concerned about the high cost of social programs.

In 1995, both President Bill Clinton and members of the 104th Congress wanted to change some social programs, especially welfare. Many lawmakers want states to set up their own welfare programs without orders from the federal government. Yet President Clinton thinks the federal government should guarantee (or make sure) that needy families always receive some money. The argument over who should control welfare—the states or the federal government—will likely continue.

Great Depression—*the name given to the time of high unemployment and poverty during the 1930s*

poverty—*not having enough money for food, shelter, and other needs; in 1996, earning less than $15,520 for a family of four*

Background

Helping People in Need

Roosevelt's New Deal. In the 1930s, President Franklin Roosevelt introduced many programs to help American families that were suffering during the Great Depression. He called his plan the New Deal. Roosevelt believed that the federal government should help unemployed, low-income, and older Americans. Most New Deal programs gave jobs and money to those who needed it. The Works Progress Administration (WPA) gave people jobs. Another program was Social Security, which provided income to older and disabled American men and women. These were the first two social welfare programs in the United States. Roosevelt thought that people should work to receive benefits; the WPA, where people worked on government projects, reflected his belief. The Social Security Act provided **insurance** for unemployed and retired Americans and **public assistance** for older

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President Franklin Roosevelt believed that the federal government should help low-income and older American men and women. Today, Americans are questioning if the federal government is doing a good job addressing poverty.

(FDR Library)

and blind citizens and for children who lived with adults who did not work.

Lyndon Johnson's Great Society. During the 1960s, President Lyndon Johnson said that for the United States to be the world leader, it had to rid itself of poverty. Along with a major civil rights law, he pushed through Congress social programs that included Medicare and Medicaid and programs designed to provide **vocational education** and job training to end poverty. Johnson called his plan the Great Society.

The Economic Opportunity Act of 1964 created educational programs for preschool children and job training for young and unemployed Americans. During this time, the federal government increased spending on health care for older men and women. In addition, more money was given to help needy people get food, clothing, and housing.

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insurance—*a plan of protection against loss; in the case of Social Security, loss of income or job*

public assistance—*financial help from taxpayers to low-income or unemployed workers and their families*

vocational education—*training people to be able to do certain types of jobs*

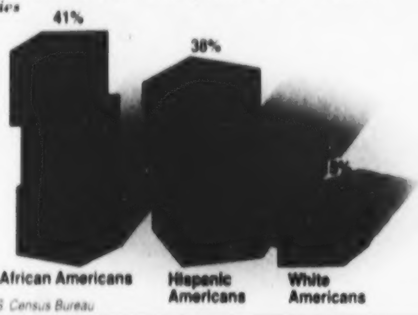
Social Programs Today

Aid to Families with Dependent Children. Aid to Families with Dependent Children (AFDC) was created in 1935 as part of the New Deal to help widowed mothers. AFDC was expanded in the 1960s to include mothers who never married or who were divorced. AFDC is the program many think of as "welfare." But it is only one of several welfare programs. Today, AFDC payments go to low-income families with children under 18 in which one or both parents are deceased, unable to work, not living in the house, or unemployed. Most often, payments go to single mothers. The federal government and the states each give money to fund AFDC. In 1995, 14 million people received AFDC benefits. According to national

The National Center for Children in Poverty says that 6 million American children under age 6 were living in poverty in 1992. The Center also points out that nearly three of five of these children had working parents.

Children Living in Poverty

Percentage of children under 18 years old living below the poverty level in 1994, in each of these racial or ethnic categories



Source U.S. Census Bureau

research, one out of every three AFDC recipients receives benefits for three or more years.

AFDC families receive a check every month to help pay for rent, food, and other bills. Many Americans do not like the program because recipients do not have to work to get money. Critics say that AFDC encourages single mothers to have more children that they cannot afford and discourages recipients from finding jobs.

Food Stamps. The U.S. Department of Agriculture began the federal food stamp program in 1964 to make sure that people with low or no incomes would have enough to eat. Instead of money, the program gives coupons, or vouchers, called food stamps, that can be exchanged only for food. In 1994, the U.S. government spent $27 billion on food stamps. That year, the program helped feed 27.5 million people, more than 10 percent of the population.

Health Care. Two of the most expensive government social programs are Medicaid and Medicare. Medicaid was established in 1965 as part of the Great Society to provide free or **subsidized**

subsidize—*to give money or aid to; to help pay for* medical care to people with low incomes. Almost 34 million people received Medicaid in 1995. Medicaid payments, which are funded by both the federal and state governments, totaled $155 billion in fiscal year 1995.

Medicare, which also began in 1965, pays health care benefits to more than 37 million older and disabled Americans. The government paid out more than $170 billion for Medicare payments in fiscal year 1995. Only low-income people are eligible to get Medicaid benefits, but all men and women of retirement age—62 or older—can get Medicare benefits.

Supplementary Security Income. The Supplementary Security Income program, created in 1974, provides money for persons who are blind or disabled, older Americans, and others with special needs and low incomes. In 1995, the federal government spent $25 billion to help about 6.3 million people in this program.

Public Housing. The U.S. Department of Housing and Urban Development (HUD) builds low-cost public housing, provides money to companies that build low-cost housing, and subsidizes rent payments for needy people. More than 4.5 million Americans now live in public housing.

How Is Poverty Defined?

The federal government defines poverty by the amount of money a family makes before taxes. In 1996, a family of four was living in poverty if its income was lower than $15,520. However, some experts at the National Academy of Sciences think that the definition should change. They want subsidies, such as food stamps, reduced rents, and school lunches, to be included as income. However, these experts say families should be able to subtract certain costs, like health insurance, child care expenses, and taxes.

Social Security. Social Security is the nation's largest social program. Nearly one-fourth of the federal budget is used to pay for Social Security. Almost every working

Under the government's food stamp program, millions of Americans are able to pay for food with government coupons instead of money. More than 27 million Americans used this program in 1994.

UPI/Bettmann

person in the United States pays Social Security taxes. Employers and employees each pay equal amounts of money into Social Security. This money is used to fund more than $336 billion in benefits to more than 40 million retired people and their **dependents** and to certain family members of workers who have died. The amount each person receives is based on his or her average monthly earnings over a number of years before that person retires.

Even though Social Security costs a lot of money, most lawmakers support the program. However, experts point out that around 2010, Social Security will pay out more than it receives in taxes. Therefore, these experts say that Congress will need to raise taxes or cut benefits.

Current Issues

Reforming Welfare. Many people agree that welfare needs to be reformed, or improved. In 1995, Congress passed a bill that would have given states a set amount of money—called a block grant—to help low-income Americans. States would have been able to run their own welfare programs without following federal rules. The bill also said that families on welfare could only receive benefits for five years. The reform bill stated that the federal government would not guarantee that all low-income families would get welfare payments; the states could set their own rules. Although President Clinton wants welfare reform, he vetoed (did not sign) the bill. He said that the bill would hurt children in low-income families and that more money should be spent to train people to get jobs.

dependent—*a person—usually a child under the age of 18—who relies on someone for housing, food, clothing, and support*

Many experts believe that welfare should help people for a few years when they are in trouble, but then those people need to find a way to support themselves. Supporters of state-run welfare programs point out that the federal government has not done a good job in helping needy Americans. They think states could do better. They point to Wisconsin, which has reduced the number of people on welfare after requiring welfare recipients to get job training or education. They also argue that the federal government is not flexible enough and makes the states follow too many costly rules.

Opponents of turning welfare over to the states say the federal government should always make sure that needy Americans get the help they need. Critics of Congress's bill ask how the state governments are going to pay for welfare benefits if the number of low-income Americans increases. Some experts also point out that single mothers need child care, health insurance, and job retraining if they are going to find and keep a job. Without these benefits, opponents think that many single mothers will not be able to go to work. So, some think

Poverty affects people in both urban and rural areas. In certain parts of cities, houses often need to be repaired.

(Close Up Foundation/Renee Bouchard)

In many inner-city neighborhoods, some people live on the streets or in temporary shelters. Many cannot find affordable housing because they are unemployed, ill, addicted to alcohol or drugs, or suffering from mental illness.

(Close Up Foundation/Renee Bouchard)

that these single mothers will escape poverty only if state welfare programs provide these benefits. Finally, critics of state-run welfare programs think that once a state takes away benefits to a family, poor children will be the ones who will be hurt the most.

Empowerment Zones. In December 1994, President Clinton announced that nine communities would receive millions of dollars in federal grants and tax breaks to use to improve their economies. These communities are called tax-free empowerment zones. They are being set up in urban and rural areas where unemployment and poverty are high. Empowerment zones will be put in place in Atlanta, Baltimore, Chicago, Detroit, New York, Philadelphia, and Camden, New Jersey. Three rural areas in Mississippi, Kentucky, and Texas will also become empowerment zones. Empowerment zones are designed to improve the economy by encouraging some new spending and giving tax breaks for businesses that start up in these communities.

This idea also calls for creating some **incentives** to bring new jobs to some of the country's neediest areas. The plan gets rid of many of the high costs of doing business by having the government pay some income, payroll, unemployment, sales, and health care taxes that businesses normally have to pay. This makes businesses **profitable** quickly after start-up. Supporters of the plan say that the unemployment rate in these low-income areas will go down because these new businesses will need workers. The Clinton administration plans to spend $8.1 billion through 1999 to set up empowerment zones. More than $4 billion would be in the form of tax credits to businesses that hire workers from areas where the economy is weak.

incentive—*a reward, such as the promise of money, that motivates a person*

profitable—*able to earn more money than is spent*

Opponents of the empowerment zone plan say this project will not succeed. They argue that although people in these poverty-ridden areas need goods and services, they do not make enough money to help new businesses grow. If people do not spend money to support the new businesses, the businesses will fail regardless how many tax incentives they get. In addition, opponents say that the tax incentives will keep new businesses that do not qualify for these tax breaks from coming into these empowerment zones. Many who oppose this plan believe that the money for this program would be better spent in these communities on other social programs such as job training and child care.

Outlook

The Clinton administration and Congress are debating ways to reform social programs that are designed to help people escape poverty. Many lawmakers want the states to set up their own welfare programs, while getting money from the federal government in the form of block grants. In other words, the federal government would supply the money but not the rules. Others say that caution is needed when changing social programs and that the federal government should always guarantee some help to needy families. The outcome of this debate will probably increase states' roles in fighting poverty.

The Debate

Poverty

■

States Should Run Their Own Welfare Programs.

PRO

Welfare should help people for a while, but not support them forever. The federal government has controlled welfare for more than sixty years, and poverty has gotten worse. The federal government makes states follow too many rules about welfare and does little to help people get off welfare. States will be more efficient than the federal government in helping low-income Americans get off welfare.

CON

The federal government should continue to guarantee some help to families that need it. If large numbers of people lose their jobs, states will go broke trying to fund their welfare programs. Many state welfare programs limit the amount of time a person can collect benefits. If states deny benefits to these families because they are over the time limit, children be the ones who suffer.

■

The Government Should Set Up Empowerment Zones in Poor Areas of the Country.

PRO

Tax-free empowerment zones would create new jobs in some of the country's poorest areas. Businesses would come to these areas. They would need workers, so the unemployment rate in these areas would go down. Such a plan would ensure business success while boosting the local economy.

CON

The government should not fund businesses that want to locate to low-income areas. People living in these communities do not have enough money to make new businesses profitable. Money to help low-income areas should be spent on other programs such as job training, education, and child care.

Women and Minorities

In 1787, leaders of the United States of America met to outline a new government for the country. The document they agreed on is called the United States Constitution. Some of the signers wanted to include a more detailed list of citizens' rights. So in 1791, the first Congress added the first ten **amendments**—called the Bill of Rights—to the Constitution. However, at that time, those rights were granted only to white male landowners. Over time, the Bill of Rights was extended to protect people who do not own land, racial minorities, and women. In the past twenty-five years, other groups, such as older Americans and people with disabilities, have also demanded and received their rights.

In spite of this progress, additional groups, such as homosexuals, want new laws to protect their **civil rights.** They think that employers, businesses, and schools still **discriminate** against them.

Other Americans, however, believe there are now enough civil rights laws. They argue that new laws that guarantee rights for one group are sometimes unfair to another group. Therefore, lawmakers have to make some hard decisions when trying to protect the rights of all people living in the United States.

amendments—*changes or additions to the Constitution*

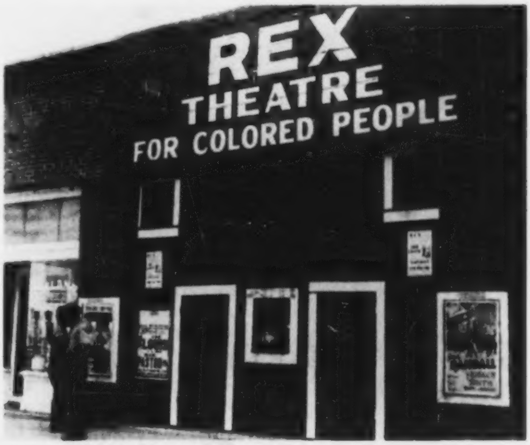
civil rights—*the rights and freedoms of citizens*

discriminate—*to treat someone unfairly based on an outward feature such as race or gender*

Background

Discrimination in America

Racial Discrimination. After the Civil War ended in 1865, three amendments were added to the Constitution, giving rights to former slaves. The Thirteenth Amendment abolished slavery; the Fourteenth Amendment guaranteed civil rights; and the Fifteenth Amendment granted black males the right to vote. However, new laws did not change old **prejudices.** White Americans often continued to treat African Americans unfairly. By the late 1870s, southern states had passed "Jim Crow" laws, which segregated, or separated, public facilities by race. These laws made black citizens sit in certain sections of restaurants, theaters, and buses. Black children and white children attended separate schools. African Americans in southern states even had to drink from separate water fountains. In 1896, the **Supreme Court** heard the case of *Plessy v. Ferguson* to decide whether racial segregation was fair and legal. The justices ruled that segregation was legal, as long as facilities for both races were "separate but equal."



Former slaves were granted their civil rights in 1868. But people remained segregated, or separated, by race for almost 100 years until Congress passed the Civil Rights Act of 1964.

(Library of Congress)

In 1948, President Harry Truman was concerned about racial discrimination. He ordered the U.S. military to desegregate, or racially mix, its units. Truman supported passing new laws, including the following.

- making sure all citizens had the right to vote
- stopping **lynchings**
- ending discrimination on trains and other interstate transportation (transportation between states)

However, powerful southern senators and representatives would not pass Truman's reform ideas.

prejudice—*a negative opinion formed without enough information*

Supreme Court—*the highest court in the United States*

lynching—*when a mob kills someone, often by hanging, without a trial*

unconstitutional—*against the principles or statements of the Constitution*

Civil Rights Reforms. In 1954, the Supreme Court heard a case about school segregation called *Brown v. Board of Education of Topeka, Kansas*. All nine justices agreed that the Constitution does not support keeping separate schools for black and white students. The Court overturned the earlier decisions in *Plessy v. Ferguson* by deciding that separate schools were **unconstitutional** because they could not offer equal education. Local judges later ordered many school districts to draw new school boundary lines that would mix races in each school. Some school districts had to take children by bus to distant neighborhoods so that schools would be racially mixed. The *Brown* case started the movement to end racial segregation in the United States.

Civil Rights Act of 1957. The Civil Rights Act of 1957 was the first new civil rights law since the 1870s. This law made it illegal to keep people—most often African Americans—from voting in federal elections. It also created the U.S. Civil Rights Commission, an independent group of experts that advises the federal government. The Civil Rights Act of 1957 also established the Civil Rights Division of the Department of Justice. However, this law had many faults, called "loopholes," so it did not do what it was supposed to do.

Twenty-fourth Amendment. Many states used a tax called a poll tax to keep low-income African Americans from voting. But in 1964, Congress and the states added the Twenty-fourth Amendment to the Constitution. This amendment said that people could not be prevented from voting in federal elections if they could not afford to pay poll taxes or any other tax. In 1966, the Supreme Court said the amendment also covered state and local elections.

Civil Rights Act of 1964. One of the most important civil rights laws is the Civil Rights Act of 1964, which made many kinds of discrimination illegal. It prohibited (did not allow) discrimination in public places such as restaurants and hotels as well as in programs that receive money from the federal government. The 1964 act also outlawed job discrimination by employers and **unions.** It created the Equal Employment Opportunity Commission, which makes sure there is fairness in the workplace. Furthermore, the law strengthened enforcement of earlier voting and desegregation laws.

The Million Man March

On October 16, 1995, hundreds of thousands of African-American men came to Washington, D.C. The march was the idea of controversial Nation of Islam leader Louis Farrakhan to help improve self-esteem among black men, especially those in America's inner cities. Speakers at the rally encouraged the marchers to take more responsibility in their communities and in their families. Although the National Park Service estimated that a half million men showed up for the march, Farrakhan and other organizers of the event said more than 1 million men were there.

In August 1963, civil rights leader Martin Luther King, Jr., made his famous speech at the foot of the Lincoln Memorial in Washington, D.C. He said, "I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident; that all men are created equal. . . .'"

(National Archives)

Affirmative Action. In the early 1960s, President John Kennedy issued executive orders to prevent discrimination because of a person's race or gender. He ordered government agencies and companies that did business with the federal government to "take affirmative action" to see to it that their hiring was fair to all Americans. President Lyndon Johnson and his successor Richard Nixon expanded these affirmative action policies in the late 1960s and 1970s.

The goal of affirmative action is to match the racial and gender makeup of American companies and universities with that of U.S. society. This policy requires employers to consider race and gender as factors in the hiring process. Today, many businesses and universities have voluntarily adopted affirmative action programs.

Voting Rights Act. Congress passed the Voting Rights Act in 1965 to get rid of local laws and practices that were still

unions—*organized groups of workers that try to improve working conditions and salaries for members*

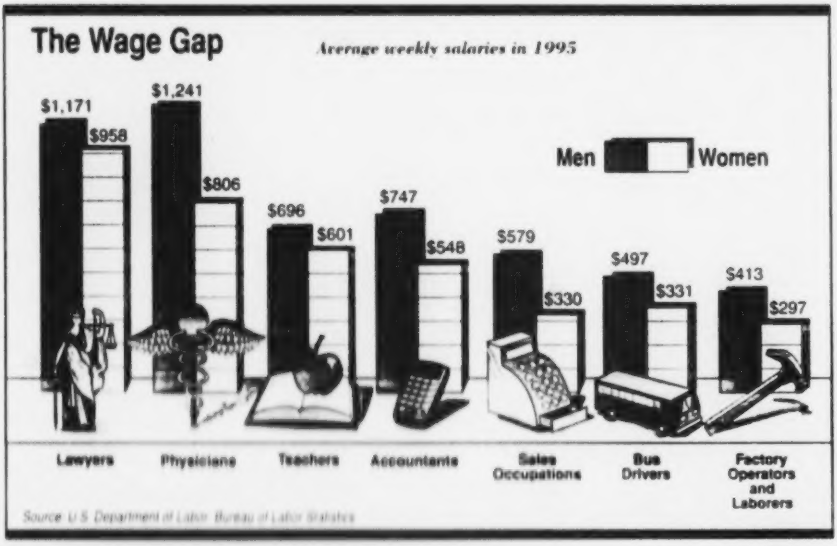
intimidation—*bullying; frightening someone into a desired action, sometimes with threats*

keeping African Americans and other minorities from voting. The act banned literacy (reading) tests, poll taxes, and voter **intimidation** in any state. In areas where discrimination has been a problem, federal officials can watch to be sure that local officials are following the proper voting rules. These communities have to get approval from the federal government to change any election laws, and they have to prove that these changes would not discriminate against minorities.

Protection from Discrimination in Housing. In 1968, Congress made discrimination illegal in the sale or rental of housing. (Property sold without a real estate agent is not included under this law.) In addition, the law made it illegal for real estate advertisements to make discriminatory statements. For example, such advertisements cannot mention the racial makeup of a neighborhood. However, experts say that this housing law is difficult to enforce, which causes many people to continue to live in certain areas because of their race.

MR.PRESIDENT
HOW LONG
MUST
WOMEI WAIT
FOR LIBERTY

Women began demanding the right to vote in the mid-1800s. But women were not able to vote in national elections until 1920, when the Nineteenth Amendment was added to the Constitution. (National Archives)


The Wage Gap

Average weekly salaries in 1995

Source: U.S. Department of Labor, Bureau of Labor Statistics

The graph above compares average weekly earnings of men and women in certain full-time occupations. Women sometimes earn as little as 60 percent of what men earn in one week.

Recent Civil Rights Laws. In 1988, Congress passed the Civil Rights Restoration Act, which prevents discrimination in organizations that get government money. Previous laws stopped discrimination only in certain programs that received government funds. The 1988 law, however, made discrimination illegal throughout any organization receiving government money, even if that money only went to one part of the organization. In 1991, President George Bush signed a new civil rights law to expand workers' rights in disputes about discrimination. However, the law allows employers to defend why they did not hire women and minorities if they can show that the people they did hire are necessary to run their businesses.

Discrimination Against Women. In the 1960s and early 1970s, women began to organize to gain rights. Following the example of the civil rights movement, women wanted greater access to jobs and more political

In 1995, Shannon Faulkner became the first woman to be admitted as a full-time student to the Citadel, an all-male military college in South Carolina. Her case drew national attention to discrimination against women at this state-supported school.

power. The women's movement has been going on for more than 140 years.

Suffrage Movement. Elizabeth Cady Stanton and Susan B. Anthony led the movement to give suffrage—voting rights—to women. In the 1800s, they and other suffragists helped win passage of the Fifteenth Amendment to the Constitution, which guaranteed the right to vote to all men no matter what their race. The suffragists wanted women to be included in the amendment, but members of Congress were afraid to add women because they did not think the amendment would pass if it gave women the right to vote.

In spite of this setback, the push for women's voting rights continued. By 1912 women were able to vote in nine western states. In 1916, the National Woman's Party organized support for an amendment to the Constitution that would allow women throughout the nation to vote. On August 16, 1920, the Nineteenth Amendment was added to the Constitution: it gave women the right to vote in all state and national elections.

Laws Against Gender Discrimination. Women gained several new rights in the 1960s and 1970s. In 1963, Congress passed the Equal Pay Act, which promised women pay equal to men's pay for the same work. The

1964 Civil Rights Act also banned job discrimination based on gender. In the early 1970s, the Supreme Court said that laws that discriminated against women were unconstitutional. In addition, a 1972 law prohibits gender-based discrimination in all education programs receiving federal money. Finally in 1978, Congress changed the Civil Rights Act to bar job discrimination against pregnant women. Despite these laws, many people still believed that an amendment to the Constitution was needed to stop all discrimination against women.

Equal Rights Amendment (ERA). In 1971, Congress passed an amendment that some believed would guarantee equal rights for women. The proposed amendment—often called the Equal Rights Amendment (ERA)—stated: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." However, like all amendments passed by Congress, the ERA had to be agreed upon by thirty-seven states before it could be added to the Constitution. It fell a few states short of being approved, and did not become part of the Constitution.

Discrimination in Higher Education? In 1995, the Virginia Military Institute (VMI), a state-supported, all-male college, refused to admit women. In 1996, the Supreme Court will decide if VMI is violating the Fourteenth Amendment's prohibition against discrimination. Although many people believe that VMI should open its doors to women, others argue that this would change the school for the worse. The state of Virginia has offered to open a similar program for women at a different state college.

Discrimination Against People with Disabilities. In the past, men and women with disabilities had to overcome physical barriers as well as social barriers to have equality. Visually impaired or hearing-impaired people and those with other physical disabilities often had to attend special schools and were not allowed to go to college. Without enough education, such people often had to accept low-skill, low-paying jobs. The Rehabilitation Act of 1973 created more job opportunities for Americans with disabilities and helped them get equal education. This law made employers hire qualified people who have disabilities if the employer's organization received federal money or if it worked on federal contracts. The act also made public schools guarantee education to children with disabilities. In addition, colleges had to make buildings accessible to students who are blind or in wheelchairs. In 1988, Congress extended fairness in housing to disabled Americans as well.

In 1990, Congress passed the Americans with Disabilities Act. This law protects people with physical and mental disabilities by prohibiting discrimination in employment, transportation, telecommunications, and public places including restaurants, theaters, and stores. To obey this law, companies and organizations had to build wider doors and provide convenient parking. In addition, businesses provided hearing aids, braille information, and communication services for people with disabilities.

Discrimination Against Homosexuals. In recent years, homosexual men and women have asked the government for equal rights and for protection from discrimination. Many gay men and lesbians say they are discriminated against in employment, housing, health care, and military service. Homosexuals often cannot adopt children. Additionally, employment benefits, such as health insurance, that are commonly given to the **spouses** of workers are not usually given to the partners of homosexuals.

Federal law does not extend civil rights protection to homosexuals. However, some cities, counties, and states have passed laws making it illegal to discriminate against homosexuals. However, some communities thought such protec-

spouse—*a married person*

166

Since the 1970s, extending rights to people with disabilities has been a big issue. Disabled persons demanded equal treatment and equal access. Federal laws now give people with disabilities equal access to education, jobs, public buildings, and public transportation.

(Close Up Foundation/Renée Bouchard)

tions went too far, so they banned laws that would protect homosexual rights. For example, in 1992, Colorado voters approved an amendment to their state constitution that forbids homosexual rights laws in their state.

The first federal law addressing discrimination against homosexuals was the Hate Crime Statistics Act passed in 1990. According to this law, the government must collect information about crimes committed because of prejudice, sometimes called "hate crimes." Hate crimes are often carried out against homosexuals, so this law helps them. Furthermore, the Americans with Disabilities Act protects people who have AIDS or AIDS-related illnesses from discrimination. Many AIDS victims are homosexual, so this law applies to them, too. In 1990, Congress changed a previous law and decided to allow lesbians and gay men to enter the country. In 1993, the U.S. armed forces ended its ban on gay men. The military's new policy called "don't ask, don't tell" forbids recruiting officers from asking a person's sexual preference. But soldiers are not allowed to display homosexual conduct.

ATIONAL MARCH ON WASHINGTON
OR LESBIAN AND GAY

In recent years, homosexuals have asked lawmakers to pass special laws protecting them from discrimination. But many states still do not grant homosexuals these rights. Marchers in Washington, D.C.'s Gay Pride Parade expressed their dissatisfaction with politicians who have not acted on their concerns. (Close Up Foundation/Renee Bouchard)

Current Issues

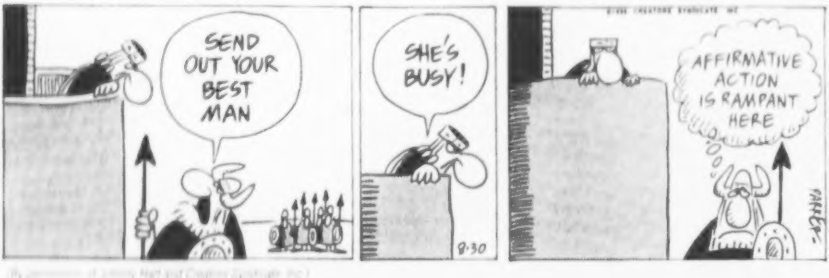
Affirmative Action. Hundreds of companies, government agencies, and universities have affirmative action policies to help recruit more minorities and women. However, many Americans believe that favoring a job applicant because he or she is a certain race or gender discriminates against other groups. In 1995 and 1996, affirmative action became a controversial issue in the United States. Some members of Congress proposed bills banning all types of affirmative action programs. The University of California decided to never again use race or gender as a consideration when deciding who to admit as students. Also in California, residents will vote in November 1996 whether to ban affirmative action in business, government, and education.

However, supporters of affirmative action, including President Clinton, believe that these policies have helped stop discrimination. They argue that discrimination against racial minorities and women still exists. They point out that women and minority workers still earn less than white men even if they are doing the same job. Many experts say that although affirmative action can sometimes discriminate against white men, no better policies to correct past discrimination against African Americans and women have been proposed.

merit—*achievement*

Critics of affirmative action say that using race or gender as a factor when filling a job or granting admissions to a school means that **merit** is being forgotten. They argue that merit should be the only consideration for employers and universities. Opponents also argue that affirmative action is an insult because it is another way of saying that women and minorities do not have the ability to compete with white men, and therefore need special treatment. Critics believe it is time, as Martin Luther King, Jr., said in 1963, to "judge a person on the content of his character, not the color of his skin."

Domestic Partners. Homosexual couples are not allowed to legally marry in most places in the United States. Therefore, they do not have the same rights married couples have. For example, married people can be covered under their spouses' health and pension plans.


SEND OUT YOUR BEST MAN
SHE'S BUSY!
8·30
AFFIRMATIVE ACTION IS RAMPANT HERE
HART

(By permission of Johnny Hart and Creators Syndicate, Inc.)

Married people can file one tax return together and make medical decisions for one another. When people die, their spouses are able to inherit the other's property, make funeral arrangements, and take time off from work.

However, several local governments have granted some of these rights to homosexual couples, and some areas allow such couples to legally register as "domestic partners." Domestic partner laws do not grant all the rights of married couples, but some communities allow domestic partners to enroll for health care insurance. In San Francisco, for example, people who work for the city government are able to get health care benefits for their domestic partners. Some private companies and organizations also offer health care benefits to domestic partners.

Advocates for homosexual rights hope that many more businesses and governments will offer similar benefits. They say that such action is important because up to 40 percent of a worker's overall **compensation** may come from benefits such as health insurance and pension plans. People who think domestic partners should get health care benefits point out that homosexuals perform the same work as heterosexuals. These supporters believe that giving homosexual couples fewer rights than married people is unfair and discriminatory.

Many people do not support rights for domestic partners. They say that such rights could be easily abused by people who are not really domestic partners, but only friends or roommates. Critics think that if governments allow same-sex unions to be registered, just like marriages, benefits would then have to be granted to any other groups or unmarried couples who claim to be domestic partners. Some people argue that extending health care benefits to domestic partners of employees would be very expensive for businesses. Still others believe that homosexuality is morally wrong, and that the government should not grant rights to such couples.

compensation—
payment

Outlook

Although Congress has passed many civil rights laws, some Americans believe that many groups are still not being treated fairly. They argue that the government needs to do more to help stop discrimination against minorities, women, homosexuals, older Americans, and people with disabilities. Supporters of civil rights think that more laws will help correct these problems. However, others believe that some laws—like affirmative action—that protect the rights of certain minorities can also lead to discrimination against other groups.

Everyone agrees that the Constitution and Bill of Rights make important promises about the rights of people in the United States. Even before those documents were written, the Declaration of Independence began by saying that "all men are created equal." Today, many Americans believe this statement means that all people are equal and should be treated so.

Thus policymakers must decide if certain minority groups will be given special protection under new laws that make certain kinds of discrimination illegal. Lawmakers will have to balance the special concerns of these groups with the costs and benefits of such laws.

The Debate

Women and Minorities

Affirmative Action Should be Abolished.

PRO

Employers should be able to hire the most qualified person for the job, regardless of race and gender. Affirmative action goes against this ideal by sometimes placing the color of someone's skin on the same level of merit. Affirmative action is also an insult to women and minorities because it sends a signal that they need special help because they are inferior to other groups of Americans.

CON

There is still discrimination in America. It is important to keep affirmative action in the workplace and universities to help women and minorities compete with white males. Without affirmative action, it would be easier for employers and university admissions offices to discriminate against minorities and not be punished. While it may not always be fair, affirmative action has been a success.

Homosexual Couples Should Be Granted the Same Rights as Married Couples.

PRO

Homosexual couples should be entitled to the same job benefits and the same family rights as married people. Denying such rights just because the partners are of the same gender is discriminatory. Benefits can make up almost 40 percent of what a company gives an employee, and a person should not be denied those benefits simply because he or she is a homosexual.

CON

Homosexual partnerships are morally wrong. Giving homosexuals the same rights as married people could force the government to give other groups of unmarried people who live in the same house similar benefits. Others could abuse homosexual employee benefits by insuring friends. Finally, businesses would face high costs for extending benefits to domestic partners.

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Introduction

Until the late 1800s, the United States did not pay much attention to the rest of the world. Its economic and military power grew in the twentieth century, and so did its ability to influence other nations. For forty years after World War II, the United States and the Soviet Union were locked in the Cold War. However, the Soviet Union collapsed in 1991. Since then, American leaders have tried to define both a new international role for the United States and a new set of foreign policy goals.

The world has seen historic changes in the 1990s. When the Cold War ended, communism mostly disappeared from Europe. Democracy came to nations as far apart as South Africa, Russia, and Haiti. In the mid-1990s, leaders in the Middle East made great progress in bringing peace to that war-torn part of the world. U.S. armed forces patrolled Somalia and Bosnia-Herzegovina as parts of peacekeeping forces. Many world leaders believe that the world today is more peaceful and stable than in previous years. Meanwhile, better communication and greater trade among nations have added to international **interdependence.**

In light of today's increased interdependence, U.S. leaders must decide on the best way to carry out the nation's foreign policy goals. One way U.S. officials work with other countries is through diplomacy—meetings between government leaders. Diplomacy also includes pressure and advice to influence other governments. Secondly, American officials can use trade policies to carry out foreign policy. A third method is through economic or military aid programs. Government officials may also try to influence the citizens of other countries through newspapers, books,

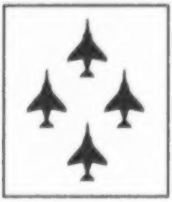
interdependence—*the reliance nations have on each other for security, economic activity, and aid* radio, and television. Most nations, including the United States, also belong to international organizations such as the United Nations, where they talk about world issues. Finally, the government can use military force to protect its interests and those of friendly nations.

In the United States, both the executive and legislative branches make foreign policy. The president is most often responsible for foreign policy decisions. The president appoints **ambassadors**, **negotiates** treaties, and serves as commander in chief of the armed forces. The Department of State carries out the president's foreign policy. State Department officials represent the United States in international meetings and send staff to American embassies around the world. The State Department also protects U.S. interests overseas. Congress has the power to declare war, **ratify** treaties, provide money for foreign aid and military programs, and pass laws or resolutions stating a specific foreign policy.

Some Americans think that the government tries to influence events in other countries too much and should spend more time with problems at home. Others believe that the nations of the world are becoming more interdependent, and that the United States needs to be even more involved with other countries.

ambassador—*one of the highest-level diplomatic representatives of a country*
negotiate—*to discuss or deal with another in hopes of reaching an agreement*
ratify—*to approve*

Defense



During the **Cold War,** the main purpose of the U.S. military was to defend the United States and its **allies** against the Soviet Union. Under President Ronald Reagan in the 1980s, the United States increased defense spending because many U.S. leaders believed the Soviet Union was stronger than the United States. However, the Soviet Union has split into separate countries, and the Cold War is over. Therefore, President Bill Clinton has reduced defense spending. But some experts now think defense spending is too low.

In place of the Soviet Union, there are new threats to world peace. Since 1990, for example, the United States has sent soldiers to Kuwait, Somalia, Haiti, and Bosnia. At times, these soldiers have been part of a United Nations (UN) force. Many Americans do not want U.S. armed forces to be part of a UN army, sometimes called the "world's police force." Others believe that it is a good idea for the United States to team up with other nations to keep the peace. They think many countries working together can help solve smaller conflicts before they become bigger wars.

While thinking about these issues, U.S. political and military leaders struggle to answer two important questions: What role should the U.S. military play now that the Cold War is over, and how much money should Americans spend on defense?

Cold War—*the period from 1945 to 1991 when the Soviet Union and the United States competed for world power*

allies—*nations that are friendly to each other*

Background

U.S. Defense Policy

Goals of the U.S. Military. Today about 1.6 million American men and women serve in the air force, army, navy, and marine corps. These **troops,** with their weapons and equipment, support the nation's military goals. For many years those goals have been:

- Defend the United States from attack.
- Prevent nuclear war.
- Protect western Europe from attack.
- Provide forces to support U.S. **foreign policy.**
- Ensure freedom of the seas.

The United States also belongs to a military alliance called the North Atlantic Treaty Organization (NATO), along with Canada, most of western Europe, Greece, and Turkey. NATO's member nations promise to work together to protect one another. NATO was formed in 1949 to keep the Soviet Union from invading western Europe. To oppose NATO, the Soviet Union and its eastern European neigh-

Since the breakup of the Soviet Union, the U.S. military has reduced its spending. President Clinton wants to cut the number of people in the military by more than one-fourth by 1997.

(U.S. Department of the Army)

bors created their own military alliance in 1955. They called it the Warsaw Pact.

The United States spends about $250 billion each year on its defense. A strong defense keeps America safe because it keeps other nations from attacking. U.S. leaders want any possible enemy to know that if it attacks the United States, the U.S. military will strike back and defeat it. Therefore, a strong defense shows the power of the United States. The U.S. armed forces also help governments of allies defend themselves.

troops—*soldiers*

foreign policy—*decisions about how the United States will interact with other countries*

superpower—*a very powerful country; often used to describe the United States and the Soviet Union during the Cold War*

The Cold War Defense Plan. In the past, U.S. forces were trained to defend against one main enemy—the Soviet Union. Leaders in the Soviet Union and the United States held conflicting political views. The Soviet Union supported communism. Under communism, one party controls the government, and the government controls the economy. People own all property in the communist system jointly. The United States' economic system is called capitalism. Under capitalism, private individuals and companies—not the government—run businesses and own property.

From 1945 to 1991, the two **superpowers** competed for power. They increased the size of their armed forces and spent huge amounts of money on weapons and equipment. During this period, called the Cold War, almost every country in the world defended itself based on the superpower conflict. Many countries took the side of either the Soviet Union or the United States.

Now that the Soviet Union has split apart and the Cold War is over, the former Soviet republics are acting more like Western countries. Former Soviet republics allow more than one political party, and they hold democratic elections. Furthermore, these new republics

The Pentagon, near Washington, D.C., is the office building for the Department of Defense. Military leaders work from here to organize the nation's armed forces. (Official U.S. Air Force Photo)

are moving their economies away from government control and making them more like the capitalist economies of the West. All these changes may make the former Soviet republics more friendly toward the United States. Therefore, many experts argue that the present U.S. defense system needs to be changed.

Most American leaders believe that the nation's military must set new goals. Because the Warsaw Pact no longer exists, some say that the U.S. military should no longer spend so much money protecting Europe. They suggest that U.S. armed forces should pay more attention to other American interests and allies around the globe. However, Americans disagree over which issues and allies are most important.

Plans for U.S. Nuclear Weapons. The United States has thousands of **nuclear weapons.** Because these weapons can cause mass destruction, they help keep other nations from attacking the United States. U.S. nuclear forces are based on a three-part system. That is, nuclear bombs can be delivered from land, sea, and air. Land-based nuclear bombs are carried on intercontinental (across continents) ballistic **missiles** (ICBMs), which can travel thousands of miles. Submarines carry missiles with nuclear bombs. Finally, certain airplanes, called bombers, can drop nuclear bombs from the air. Being able to hit targets from three sources makes the United States strong. For example, if an enemy destroyed U.S. nuclear missiles on land, the United States could still deliver these weapons from submarines and airplanes. Therefore, a potential enemy would probably not attack the United States because the enemy knows the United States would strike back with powerful weapons.

nuclear weapons—*bombs that use the power of atoms for massive destruction*
missiles—*rockets that carry nuclear bombs to their targets*

After the Soviets built their own nuclear weapons, the two sides realized that their nuclear weapons possibly could help avoid war. They thought that each nation would not attack the other as long as they both kept nuclear weapons and could strike back. This plan is called nuclear deterrence. With the breakup of the Soviet Union, defense planners no longer think a worldwide nuclear war is likely. Instead, they are afraid that leaders of smaller countries who want more power in their regions may build and use nuclear weapons. Therefore, defense planners expect that conflicts in tense regions, such as the Middle East or Asia, might lead to nuclear attacks.

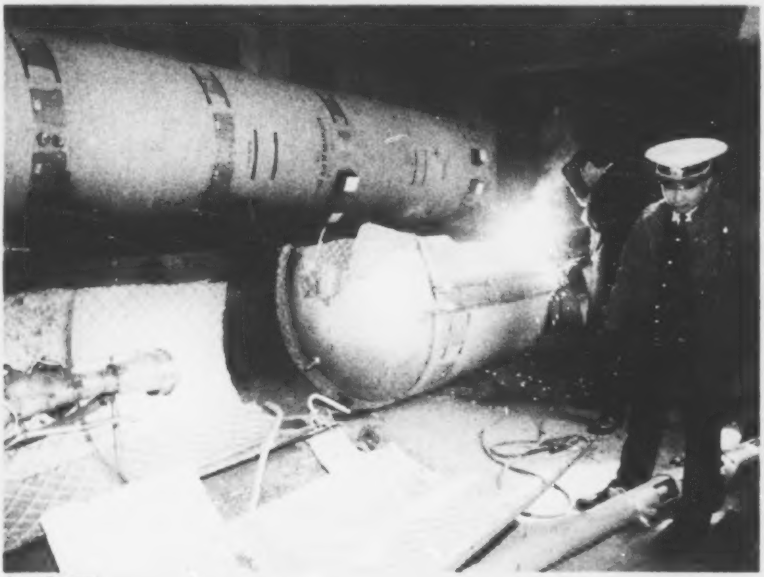
Defending Allies. During the Cold War, U.S. and NATO leaders believed that the Soviet Union might try to spread communism by attacking nations in western Europe. Therefore, one of the U.S. military's main goals was to protect western Europe. In 1990, the United States had more than 200,000 troops in Europe. However, NATO leaders wanted to reduce that number when the Soviet Union and the Warsaw Pact broke apart. In 1991, defense planners began to move U.S. troops out of Europe. By 1995, there were 110,000 American soldiers there.

Too Many Nuclear Bombs?

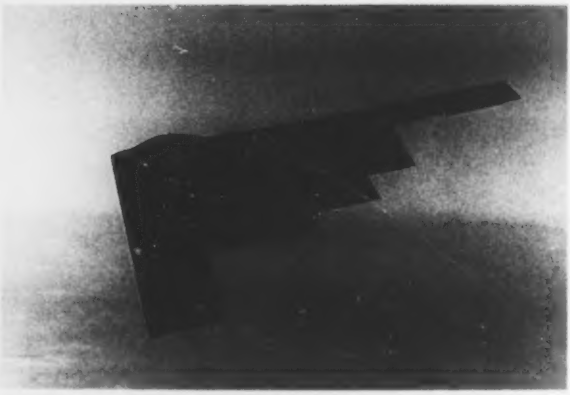
During the Cold War the United States and the Soviet Union built tens of thousands of nuclear bombs. Recently, U.S. and Russian leaders have agreed to take apart some of these nuclear weapons. According to the 1993 Strategic Arms Reduction Talks (START II) Treaty, the United States and Russia plan to cut down their numbers of nuclear arms. They will have 3,500 bombs each by 2003.

Some Americans think that the number of nuclear weapons should be reduced even more. They point out that the Soviet Union has broken apart, so the United States no longer needs so many nuclear bombs. They also argue that keeping thousands of nuclear weapons is too expensive and dangerous.

But other people think that the United States may one day need a large store of nuclear weapons. They think that anti-Western leaders could come to power in Russia or another country. Then the United States would have to rely on powerful arms again. In addition, when scientists take apart nuclear arms (shown here), they sometimes sell the materials and information to other countries. Therefore, reducing nuclear weapons in the United States and Russia could lead to more nuclear bombs—and greater danger—elsewhere.



(Reuters/Bettmann)



This airplane is a B-2 (Stealth) bomber. Stealth bombers are expensive, and the government is looking for ways to save money. Therefore, lawmakers have decided to buy fewer Stealth airplanes than they first planned.

(U.S. Air Force Photo)

However, some defense experts believe that NATO can still play an important role in keeping peace. In fact, some former Warsaw Pact members—including Poland, Hungary, the Czech Republic, and Slovakia—said they would like to join NATO. Therefore, in 1993 the United States and other NATO members offered more than twenty eastern European nations a "partnership" with NATO. In June 1994, even Russia, NATO's old and most-feared enemy, became a NATO partner. As NATO partners, these countries now share defense information with NATO countries. They can also carry out joint military exercises with NATO countries. But they are not full NATO members. Experts on Europe believe NATO can now help eastern and western Europe work together. In future years, NATO may take in eastern European partners as full members.

In addition to being part of NATO, the United States has agreements with other allies around the world. The United States helps protect nations including Japan, South Korea, and many Latin American countries. About 80,000 U.S. troops are located in Japan and South Korea.

Reagan's Defense Buildup. In 1981, the first year of Ronald Reagan's presidency, the United States spent $180 billion on defense. But Reagan and many other

Americans thought that the military needed to be stronger, so defense spending was increased. In 1988, the last year Reagan was president, the United States spent $299 billion on defense. The U.S. government used this extra money to buy 90 new warships, 4,000 tanks, and hundreds of new warplanes. The military also built new kinds of missiles and the B-1 and B-2 (Stealth) bombers.

In addition, President Reagan suggested a defense system in space called the Strategic Defense Initiative (SDI) or "Star Wars." If completed, SDI would shoot down nuclear missiles from other countries before they strike U.S. soil. However, some scientists, military experts, and politicians believe that SDI would not work well. Therefore, spending on SDI research has been reduced.

Using Force. During the Cold War, communist groups carried out wars in some countries that were friendly with the United States. In many cases, the U.S. military helped fight against the communists. In 1950, communist North Korea invaded South Korea, a U.S. ally. The United States then entered the war—as the biggest part of a United Nations "police force"—to defend South Korea.

In 1954, U.S. leaders thought that a communist army would take over South Vietnam. For about twenty years, the United States helped fight the Vietnam War, which cost thousands of lives and billions of dollars. U.S. leaders also believed there were communist threats in other areas. Because of these threats, the U.S. military acted in Guatemala (1954), Lebanon (1958), Cuba (1961), the Dominican Republic (1965), and Grenada (1983).

In 1990, Iraq invaded its neighbor Kuwait to get Kuwait's oil. The United States and its allies sent nearly 500,000 troops to force Iraq to leave Kuwait. In February 1991, after six weeks of bombing raids from the air, U.S. forces and troops from Great Britain, France, and other nations fought Iraqi invaders on the ground in Kuwait. Within 100 hours, Iraq's forces left Kuwait, ending the war.

Defense Spending. The fall of communism made many experts think that the United States should have a smaller defense. As a result, President Clinton and Congress cut defense spending between 1993 and 1995. During that time, defense spending fell from $300 billion to about $272 billion. Lawmakers stopped orders for expensive equipment such as Stealth bombers (costing more than $1 billion each) and closed many military bases both overseas and in the United States. Meanwhile, defense planners said they wanted to spend money on other less expensive items like training troops and keeping equipment in good working order. However, sending U.S. troops to Haiti, Rwanda, Somalia, and Bosnia has been expensive. Military leaders have said they need more money to carry out a rising number of **peacekeeping**

Important U.S. Military Actions Since World War II

From the end of World War II through the 1980s, U.S. forces were most often used to fight communism in other parts of the world. But since the breakup of the Soviet Union, the U.S. military has often acted in regional crises with humanitarian or peacekeeping goals.

Place	**Years**	**Reason**
Korea	*1950-53*	*stop communist invasion of South Korea by North Korea*
Lebanon	*1958*	*help Lebanon's government hold power*
Dominican Republic	*1965*	*protect American lives after a coup and civil war*
Vietnam	*1954-73*	*fight communist takeover of South Vietnam*
Grenada	*1983*	*stop a left-wing military coup and protect American lives*
Lebanon	*1983*	*join an international peacekeeping force*
Panama	*1989*	*arrest Manuel Noreiga on drug-trafficking charges*
Persian Gulf	*1990-91*	*force Iraqi troops from Kuwait*
Somalia	*1993*	*bring humanitarian aid to Somali people*
Rwanda	*1994*	*bring humanitarian aid to Rwandan refugees*
Haiti	*1994-96*	*restore Haitian President Aristide to power*
Bosnia	*1995*	*uphold a peace treaty to end the civil war*

peacekeeping—*military operations that uphold peace treaties and keep sides from fighting again*

missions. Some experts fear that the U.S. military may not be able to react fast enough if a crisis came up unless defense spending increases.

Therefore, some Americans now say that the U.S. government should spend more money on its military. In 1995, some lawmakers said that the government should order more advanced equipment—such as Stealth bombers and submarines. Some even wanted to increase funding for Star Wars again.

In the last few years, many U.S. communities have been hurt because of lower defense spending. For example, when military bases close, local nonmilitary workers—such as people who work in grocery stores near the bases—often lose their jobs. In addition, when the government cancels orders with private companies to build weapons, planes, and ships, factories sometimes have to lay off workers or even close. Thus even more people lose jobs. In many U.S. communities, the defense industry provides most of the work for the people who live there. Therefore, whole local economies can be seriously damaged by cuts in defense spending.

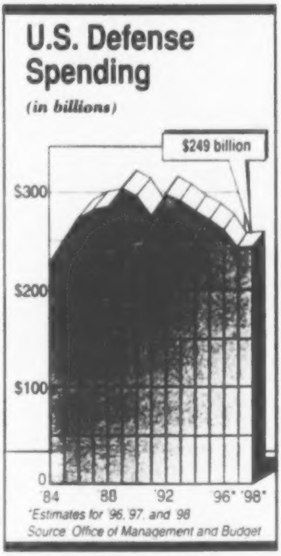
Current Issues

Increasing the Defense Budget. Americans disagree over how much to spend on defense. Some fear that a new crisis might come up somewhere in the world, and that the United States might not be ready to act. They suggest increasing money for defense. On the other hand, some people want to reduce defense spending. They argue that the U.S. military can stay strong and ready—even with less money.

Those who think the United States should spend more on defense say that the nation's safety is most important. Other countries will not likely attack the United States or its allies if it has a powerful military. They argue that the United States must be prepared if communists regain control in Russia or if another rival emerges. Moreover, the goals of the U.S. military are changing. The Department of Defense needs more money to buy new kinds of equipment and train soldiers for new kinds of conflicts.

In addition, many Americans think spending money for new weapons and equipment helps the U.S. economy. Orders for these items help give engineers and other workers jobs. Increased defense spending helps keep military bases in the United States open, bringing jobs to people.

Other Americans argue that the U.S. military can carry out new kinds of missions without buying expensive new equipment. They say that spending more than $1 billion for each Stealth bomber is too much. They believe that this money could be better used for education, low-income housing, or paying the government's debts.



*Estimates for '96, '97, and '98
Source: Office of Management and Budget

In the 1980s, the United States rapidly increased spending on defense. However, in 1995 the money allotted for defense spending went down to $282 billion. That figure is expected to fall to $265 billion in 1996.

Supporters of a smaller defense also argue that the United States has spent too much time and money making weapons over the last forty years. This has caused its nondefense companies to fall behind companies in Japan, Germany, and elsewhere. They believe that U.S. industries and the economy will improve if the government spends less on expensive weapons.

The Changing Role of the U.S. Military. While the former Soviet republics have changed their governments and economies, the present U.S. military is still prepared to fight the old Soviet Union. This causes some defense experts to argue that the United States now needs to change its military strategy. They say that the military will need new equipment and training to fight smaller, regional battles. Officials want the Department of Defense to allot more money for:

- fighting the drug trade
- preventing **terrorism**
- training soldiers for conflicts in the developing world
- enforcing international law and peace

Somalia. In December 1992, U.S. armed forces began an operation that caused much debate over the role of the U.S. military. President George Bush sent more than 25,000 troops to Somalia, a poverty-stricken African nation with no working government. Two million Somalis were starving because warring groups in Somalia had been stealing and storing shipments of food. The mission was called "Operation Restore Hope." Its goals were to take arms away from rival gangs and get food to dying people. Fewer Somalis starved than experts predicted, and most people considered the mission a success.

The War Powers Act

The U.S. Constitution names the president the commander in chief of the military. But it gives Congress the power to declare war. Since the end of World War II, presidents have sent U.S. military forces to other countries without Congress declaring war.

After the Vietnam War, Congress passed the War Powers Act of 1973. The law says the president must advise Congress before sending troops into possible combat. It also places a time limit on the use of troops without Congress approving or declaring war. Moreover, the War Powers Act gives Congress the power to order the president to bring troops home. Most presidents do not like the law because they say it limits their power too much.

- **terrorism—***fighting for a cause by using violent attacks on nonmilitary targets, such as putting bombs in airplanes or bus stations*
- **developing country—***poorer country that does not yet have many factories or industries*
- **coup—***the overthrow of an existing government by a small group*

Most U.S. troops came home from Somalia in early 1993. But a few thousand remained as part of a United Nations (UN) peacekeeping force. In October 1993, eighteen U.S. soldiers in the UN force died in a battle with warring Somali gangs.

After that battle, many Americans demanded that all U.S. troops return home. In addition, many experts questioned the wisdom of placing U.S. forces under foreign (or UN) command. President Clinton withdrew all American troops from Somalia in the spring of 1994.

Haiti. The U.S. military faced another mission in a **developing country** in September 1994. President Clinton sent 20,000 U.S. troops to Haiti to help return Haiti's president, Jean-Bertrand Aristide, to power. Aristide was voted the Haitian president through a democratic election, but a military **coup** in 1991 drove him from office.

The goal of U.S. troops in Haiti was to keep the peace while the U.S. government organized the return of Aristide. American troops took weapons away from a powerful group called the Front for the Advancement and Progress of Haiti (FRAPH). U.S. forces also arrested several Haitian army officials. General Raoul Cedras and other military leaders stepped down from power in early October 1994. Aristide returned to Haiti on October 15, 1994.

Most U.S. troops returned home quickly. The United Nations sent 6,000 peacekeepers to Haiti in 1995, but nearly half were American. The UN forces were due to leave Haiti in June 1996.

Bosnia. In November 1995, leaders finally agreed to end a civil war that lasted three and a half years in

American troops went to Bosnia to uphold its peace plan in December 1995. Here, U.S. soldiers signal to a helicopter that helped carry parts to build a bridge in Bosnia.

(AFP/Corbis-Bettmann)

Bosnia-Herzegovina (Bosnia was once part of Yugoslavia). With that peace agreement, President Bill Clinton promised to send 20,000 U.S. troops to Bosnia to help keep the peace. Other NATO countries would provide 40,000 more soldiers.

Because the war in Bosnia was so bloody, many Americans were afraid to send U.S. troops to that country. They believed that the peace agreement might fail, and the soldiers could be in danger. They feared that the civil war had created such a strong hatred among Bosnian people that an agreement and peacekeepers could not stop the fighting. Others did not think Bosnia was important to U.S. security.

However, some experts said that European forces alone could not keep the peace, so American soldiers were very important to stopping the war there. They also argued that the Bosnian war threatened to spread to other countries in Europe. Thus, peace in Bosnia would prevent a wider European war. Therefore, some argued that peace in Bosnia was, in fact, important to the United States.

While some people thought the missions in Somalia, Haiti, and Bosnia were needed, others criticized the unclear military job of peacekeeping. Nations have long known how to fight wars. But they have not yet learned how to stop them. Some critics think that U.S. troops should not be the world's police force. They argue that keeping the peace in foreign countries is costly—in terms of American lives and money—especially when those areas do not directly affect the United States. Others say that the United States is always affected by world problems and that the U.S. government cannot afford to ignore those problems.

Outlook

Problems that U.S. troops faced in Somalia, Haiti, and Bosnia have increased debates about the U.S. military. What should be its role in crises abroad? When and where should U.S. troops be used? In addition, U.S. leaders struggle to answer two important questions. What threatens the security of the nation in the 1990s? How much money does the United States have to spend on defense?

Some Americans think the U.S. government must first decide its long-range international concerns before it raises or lowers defense spending. Others say the huge budget deficit needs to be trimmed now, and that defense spending must be cut along with other government programs. Along with these questions of money, military planners must also decide how to reorganize their forces for future conflicts.

The Debate

Defense

The Government Should Spend More Money on Defense.

PRO

The government's most important job is to protect national security. The military cannot do this without enough money. With current spending, the United States might not be able to respond to crises when it has to. Increasing defense spending would make the U.S. military strong. Moreover, increased defense spending creates jobs and helps the economy.

CON

The U.S. government spends too much money on defense. The Soviet Union is no longer a threat. Therefore, the United States does not need to build more advanced weapons. The federal budget deficit is so large that all government programs must be cut back, including defense. Money could be better used for programs like education and housing.

The U.S. Military Should Be Part of UN Peacekeeping Missions.

PRO

Today, new kinds of threats are growing—like the drug trade, terrorists, and unstable countries with advanced weapons. As the world's only superpower, the United States must help other countries fight civil wars and human crises. These world problems will always affect the United States, so the U.S. government must help solve them.

CON

American troops should not be the "global police force." Instead, the United States should keep a smaller military force to protect its own interests. Sending U.S. forces to foreign wars would lead to American casualties. Such action costs U.S. taxpayers millions of dollars. Besides, few of these areas are important to the United States.

Democracy and Human Rights

When the United States became a country in 1776, the founders created a form of government called a democracy. In democracies, individual citizens have more power than they have in other forms of government. They can choose (or elect) leaders, and they usually have more freedoms. In 1776, the United States was the only democracy in the world.

Since then, democracy has spread. In 1994, there were 114 democratic governments, the highest number ever. There were only half that many democracies in the 1970s. As the number of democracies grows, more and more people have greater freedoms and rights.

But millions of people still live under **oppressive** governments. Every year, some leaders hold thousands in jail without trials and execute (kill) citizens without cause. World leaders have signed many laws to protect people from such unfair treatment. Those laws have defined the basic rights of every human being, called "human rights."

U.S. leaders have tried to spread democracy around the world, and they want every government to support human rights. Some Americans think the United States should do more. They believe that U.S. leaders should punish countries that abuse their people. But other Americans think the United States should not put human rights first. They say that other issues are more important than some countries' mistreatment of their citizens.

oppressive—*strict, using force to control people*

Background

Democracy Around the World

Democracy and U.S. National Interests. During most of the twentieth century, the United States has supported democracy in other countries. American leaders encourage other nations to hold free and fair elections because they believe that a world with more democracies is best for the United States. They think that U.S. national interests—such as security and trade—will be better off in a world filled with democratic countries.

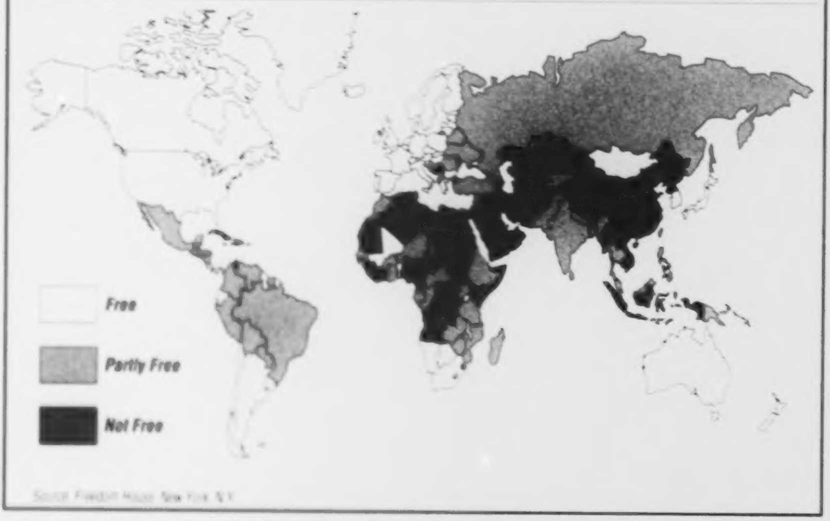
Democratic governments are often more stable than other forms of government because they are elected by the people. Leaders of democracies often share American values, so they can become allies, or friends, with the United States. In addition, democracies usually respect the borders of other countries. Therefore, the United States is safer from military attack if there are more democratic nations.

Democracies commonly have economies like the U.S. economy. That means that those democracies can trade goods and services with the United States. Many experts think that more international trade is good for the American economy, especially when the United States sells more of its goods and services overseas.

Finally, democratic nations have similar values and ideas as the United States. Elected leaders tend to allow more individual freedoms. When more people around the world are free to speak and live as they choose, U.S. leaders think the American way of life is more safe. This is why U.S. officials believe it is important to support and encourage democracies around the world.

Freedom Spreads to Many Countries. When the U.S. government was created, it was based on the rights of individuals. However, more than 150 years passed before

Map of Freedom



Source: Freedom House, New York, N.Y.

In the map shown here, "free" countries have free and fair elections. They also have freedom of the press and many individual freedoms. "Partly free" nations have limited elections and personal freedoms. Their elections, police officers, judges, or laws may be unfair. Countries marked "not free" do not have elections, and individuals do not have many rights.

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all people in the United States enjoyed the same rights. Slaves were not free until the 1860s, and women could not vote until 1920. After these inequalities were changed, the United States finally became a true democracy. But even today, some people say that there is still some unfairness in the U.S. system of government.

Democracy has spread to more than 100 countries. But that does not mean that everyone in those countries has the same freedoms as Americans. Even in democracies, some leaders do not always treat their people equally or fairly. Nevertheless, people have more freedoms and rights under a democracy than they do under other forms of government. That is because in a democracy, people can vote in elections. Elections allow people to change their government leaders if they are unhappy with them.

Thus, as more countries have created democratic governments, their people have gained more freedom.

Giving Up Colonies. During the 1700s and 1800s, countries in Europe (such as Great Britain, France, the Netherlands, Portugal, and Spain) started **colonies** in Africa, Asia, **Latin America**, and the Middle East. However, some countries had to give up their colonies because keeping them was costly. For example, throughout the 1800s, Spain and Portugal granted independence to their colonies in Latin America. But others lasted into the twentieth century.

After the end of World War II in 1945, many world leaders believed that European powers no longer had the right to rule over their colonies. This is an idea called "self-determination." Therefore, between the 1940s and 1970s, countries in Europe gave independence to most of their colonies in Africa, Asia, and the Middle East.

Some of these former colonies have slowly formed democratic governments. Examples include Benin, Botswana, and Malawi in Africa; India and Malaysia in Asia; and several Caribbean nations. Today almost all countries in Latin America have elected leaders and **legislatures.**

However, not all people in these democracies have the same **liberties** as do people in the United States. For example, Mexico holds elections and has several political parties (groups of people with similar ideas). But only one political party has controlled the government for many years. Experts think it is better to have more than one strong political party so that citizens have a choice. In another instance, Malaysia's democracy limits what its citizens can say and what its newspapers can print.

colony—*an area ruled by a parent government, usually from far away; often the parent government sends settlers from their country to live in the colony*

Latin America—*the region that includes Mexico, Central America, South America, and the Caribbean*

legislature—*a body of elected officials who make laws*

liberty—*freedom*

In the 1970s and 1980s, U.S. leaders criticized South Africa's government. White South Africans led the government, even though most of the people in the country are black. The white government treated its black citizens unfairly under a system called apartheid. To protest the situation, the United States stopped doing business in South Africa. Eventually, South Africa's government began to change. In 1994, black South Africans were allowed to vote for president for the first time. (AP Photo/David Brauchli)

The Breakup of the Soviet Union. The Soviet Union broke apart in 1991. Almost every country that was once a part of the Soviet Union has set up a new form of government. Several have chosen democracy. For example, Russia and Ukraine have held fair elections. Countries in eastern Europe that once were friendly with the Soviet Union have also created new democratic governments. Examples include the Czech Republic, Hungary, and Poland. However, these democracies are new, and experts are not sure if they will survive.

Overall, recent world events have created a record number of democracies. Even so, most governments in Africa and the Middle East, as well as many in Asia, still do not hold free elections. Some countries in these regions do not honor human rights either.

The U.S. Military and Spreading Democracy. American leaders have supported the spread of democracy for much of the twentieth century. U.S. officials have many ways of helping democracies. They can give foreign aid (money) to certain democratic countries, or they can trade with democracies to help make them strong. They can also promise to defend such governments from outside military attack. In some cases, U.S. leaders have sent American soldiers to help support democracy in other countries.

Grenada. Military leaders sometimes take over democratic governments. In several of these cases, the U.S. government sent American troops to support democracy. In 1983, military leaders in the Caribbean island of Grenada tried to overthrow their government, an event called a *coup d'etat.* Some experts thought that the coup leaders might try to hold U.S. citizens in Grenada **hostage.** In response, President Ronald Reagan sent 6,000 U.S. soldiers into Grenada to protect U.S. citizens and to support that country's leaders. The people of Grenada supported the U.S. military invasion. The American troops quickly defeated the coup leaders, and they helped return democracy to Grenada.

Panama. Between 1984 and 1989, a dictator named General Manuel Noriega ruled the Central American country of Panama. He took power in 1984 by pushing out Panama's first elected leader. In 1987, Panamanian President Eric Arturo Delvalle challenged Noriega for power to rule the country. But Noriega appointed a different president who supported him. U.S. leaders then tried to force Noriega from power. They accused him of sending illegal drugs to the United States (drug trafficking), and they stopped sending foreign aid to Panama. In 1989, Noriega ignored the outcome of an election in Panama because the **candidate** he supported did not win. That year, President George Bush sent 24,000 American troops to Panama to force Noriega from power. Within days Noriega sur-

hostage—*a person held against his or her will, usually to make a political statement*

candidate—*a person who runs in an election*

United Nations—*a group of most world countries that make decisions together*

dignity—*honor, respect*

rendered and was brought to the United States to face trial for drug trafficking. Panama then began a democratic government. But some experts say that Panama still sends illegal drugs to the United States and does not treat its citizens completely fairly.

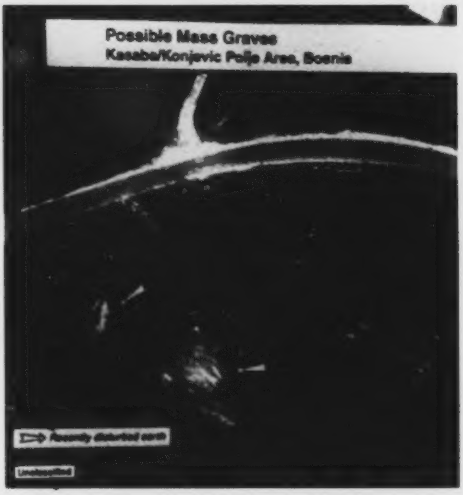
Haiti. In 1990, the people of Haiti held their first democratic election. They chose Jean-Bertrand Aristide to be their president. However, in September 1991, Haitian military leaders forced Aristide from power. The United States stopped sending aid to Haiti to try to force the military leaders from power. Haiti was already a poverty-stricken nation. But without U.S. aid, its economy became worse, and between 1992 and 1994 thousands of Haitians tried to travel to Florida on boats and rafts. In September 1994, President Bill Clinton sent 20,000 U.S. troops to invade Haiti and bring back democracy. But U.S. leaders reached an agreement with Haiti's military leaders just before the troops arrived. Thus, American armed forces entered Haiti as a police force. They helped keep the peace while Aristide came back to power in October 1994. In February 1996, Haiti's newly elected president, René Préval, took power.

Some soldiers from the United States and other countries stayed in Haiti to keep the peace while Haiti's economy got better. All troops were supposed to leave Haiti in February 1996. But Haiti's government still had problems, so the **United Nations** (UN) said that some of the troops would stay in Haiti an extra four months. Some experts do not think democracy in Haiti will last very long without UN peacekeepers.

Human Rights

What Are Human Rights? Over the last fifty years, world leaders have come together to discuss the basic needs of every person. They have decided that all human beings are born with **dignity** and rights. To guard

The civil war in Bosnia-Herzegovina (part of the former Yugoslavia) has been bloody. In July 1995, an ethnic group in Bosnia, called the Bosnian Serbs, overtook an area where Muslims lived. Near the town of Srebrenica, Bosnian Serbs killed between 2,000 and 5,000 Muslim men. A newspaper reporter found the graves where the dead were buried. Shown here is a photo of the mass graves that a space satellite took from high above Earth. (CIA/AP)



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human dignity, many world leaders say that governments should give all people certain freedoms and protections, usually called human rights. When people say the term "human rights," they can mean any or all of the following ideas.

- Governments should protect people from slavery, torture, cruel punishment, arrest without legal reasons, **imprisonment** without legal reasons, unfair trials, and murder.
- People should be able to meet their basic needs. They should have food, clothing, shelter, education, and health care.
- People should have the freedom to speak on any topic they wish (freedom of speech). They should be able to meet with anyone or any group (freedom of association). They should be able to move freely in their country, and they should be able to enter and leave their country easily (freedom of movement). Magazines and newspapers should be able to print information without government control (freedom of the press).

- People should be treated equally. They should not face **discrimination** because of who their parents and grandparents were, what color skin they have, what god they pray to, what gender they are, or how much money they have or do not have.

Important Human Rights Laws. During World War I and World War II, millions of people were killed and injured. After the end of World War II in 1945, global leaders did not want to see countries go to war anymore. Therefore, they created the United Nations (UN), a place where world leaders could meet to solve their problems. When the United Nations began, members thought about human dignity and rights. Ever since then, the United Nations has passed laws urging member nations to protect the rights of every person. Many countries and regions have passed human rights laws, too.

The first human rights law was the UN Charter, which set up the United Nations in 1945. The UN Charter described ideas that all UN members shared about the dignity and rights of people. The second human rights law was the UN Universal Declaration of Human Rights. This document describes more details about human rights. Many ideas in the declaration came from the U.S. Bill of Rights. The United Nations approved the Universal Declaration of Human Rights in 1948.

The United Nations also passed two important human rights documents in 1966. They are called the International Covenant on Economic, Social, and Cultural Rights and the Covenant on Civil and Political Rights. These laws have more details about certain human rights, and they make signers promise to protect human rights in their countries. These documents also describe how the United Nations will act in human rights disputes. Altogether, these four documents are the most

imprisonment—*to put a person in jail*

discrimination—*unfair treatment based on skin color, gender, religion, or some other feature* important international human rights laws. They protect human rights in all countries that have signed them.

Human Rights Supporters. The number of democratic governments and human rights laws have grown, so more people know and care about human rights. Human rights **activists** have created many groups, such as Amnesty International and Human Rights Watch. These organizations let people know when certain countries do not honor human rights. Such groups hope that world leaders will tell those countries to treat their citizens better.

Human rights is now an international issue. Many leaders try to pressure other world leaders about human rights abuses. They can do this because information and money flow quickly from one country to another. Today, news travels freely around the globe by telephone, television, and radio. Countries also trade goods and services more often, and business people put money into business projects in other countries. These tools allow governments to respond to human rights abuses.

For example, in July 1994, television news in the United States showed scenes of millions of people fleeing a war in the central African country of Rwanda. When Americans saw Rwandans suffering in **refugee** camps, they wanted to help. Armed forces from the United States and other UN countries helped bring water, food, and medical supplies to Rwandans.

In another example, in 1995, Aung San Suu Kyi, a human rights activist in the Southeast Asian country of Myanmar, spoke out. She said that a building project there was using workers who are forced into labor. She warned foreign **investors** not to give their money to the project. Many businesses in countries such as

- **activist**—*someone who supports a cause through action*
- **refugee**—*a person who flees his or her home, usually because of a war or other harsh situation*
- **investors**—*people who give money to a project or business to earn more money*

Children in Forced Labor

Children in many needy countries are forced to work. Shown here are young boys in India. They are making toys in a factory. In India, Bangladesh, and Pakistan, children also work in factories that make rugs. In Thailand and Cambodia, children are prostitutes. Child laborers have hard lives. They work long hours, and they get paid very little money. Often their bosses mistreat them. Some child workers die from abuse, and most never go to school.

AP/Wide World Photos)

In 1995, the U.S. government found that businesses in nineteen countries produce goods with child labor and then sell those goods in the United States. The countries included Bangladesh, China, India, Indonesia, Nepal, Pakistan, the Philippines, and Thailand in Asia; Egypt, the Ivory Coast, Lesotho, Morocco, Tanzania, and Zimbabwe in Africa; Brazil, Colombia, Guatemala, and Mexico in Latin America; and Portugal in Europe. Human rights supporters want Americans to stop buying goods made by children.

Myanmar need outside money for projects. Government leaders also need those projects to make their economies better. But those leaders might have to improve their human rights records if they want to get money from wealthier democracies.

Linking Trade and Human Rights. American leaders have had many problems with the Chinese government over human rights. China is a large, powerful country. Its economy is growing rapidly, and American businesses and investors are trying to make money there. But U.S. leaders are also worried about China treating its citizens fairly. Should the United States punish China for human rights abuses? Or should U.S. leaders overlook human rights because business in China is important to the U.S. economy? These questions are hard because American leaders value both trade with China and human rights.

In the early 1990s, human rights groups said that China used prison labor to make goods. They also found that those goods were sometimes shipped to the United States and sold in stores to Americans. In addition, in 1992 and 1993, the U.S. government found that China mistreated people who spoke out against the Chinese government. It also learned that Chinese leaders held unfair trials, and that they sometimes held people in jail without legal cause or trial.

Earlier, the United States had given China a special trade right, called most favored nation (MFN) trade status. That meant that Chinese companies paid lower taxes to ship their goods into U.S. ports. Thus, Chinese goods could be sold less expensively in U.S. stores, so Americans would want to buy them. In 1994, China's MFN trade right was due for review by the U.S. government. President Bill Clinton said that he would not renew China's special trade privilege if the Chinese government did not improve its human rights record.

Chinese leaders were angry. They said that human rights were a private internal matter. They thought that the American government should not link U.S. trade rights with China's private matters. Some American businesses also disagreed with linking trade and human rights. They wanted to make money in China. They feared China would no longer let Americans do business there if China's MFN trade privileges in the United States were stopped. But human rights groups supported President Clinton.

The Chinese and American governments held many meetings. In the end, President Clinton renewed China's

MFN trade status in June 1994. He stated that U.S. and Chinese leaders had reached an agreement about prison labor. He also said that he would talk about other human rights issues with China separate from trade issues. Therefore, he "unlinked" trade and human rights.

Democracies and Human Rights. Besides China, many other countries all over the world abuse human rights. Even some democracies with fairly elected leaders have human rights problems. For example, military rulers led many countries in Central and South America before those countries became democracies. Today, some parts of those governments still act as they did under military rule. For example, observers accuse police in Mexico and Brazil of sometimes violating the human rights of their people. Those police forces sometimes execute people without trials. Human rights groups say that both countries put people in jail without legal reasons and that they torture prisoners.

China has 1.2 billion people, the largest population of any country on Earth. China is worried about how it will care for its people if the population keeps growing. In the late 1970s, the Chinese government decided to allow each family only one child. Today, Chinese orphanages are full of children—mostly girls—without homes. Human rights groups have criticized some orphanages for abusing these children. (Robert Harbison © The Christian Science Monitor)

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Current Issues

Trade and Human Rights. Should the United States trade with countries that mistreat their people? Some Americans believe that trade and human rights issues should be linked. They think world leaders should worry more about human rights abuses. They argue that countries in Africa, the Middle East, and Asia are trying to improve their economies with outside money, which means that wealthy democracies now have a lot of power in those regions. They think that U.S. leaders should threaten to stop trade with harsh governments unless they treat their people better. Supporters think that those leaders will change because they need money from U.S. trade.

Many human rights supporters were unhappy that President Clinton renewed China's MFN trade status. They said that the president gave in to business worries, and that he did not show a strong enough belief in human rights. These human rights supporters believe that other countries might break human rights laws because they know the United States will probably not "get tough" on such countries.

Other Americans say that the United States must look after its own interests ahead of human rights. With some countries, such as China, trade is important to the U.S. economy. **Critics** argue that the United States must have a strong economy if it wants to improve human rights around the world. In addition, some think that U.S. trade actually helps human rights. They say that U.S. goods, especially books and videos, bring ideas about democracy into oppressive countries. Furthermore, critics believe that trade with the United States helps people in foreign countries get more money. They think that when those people gain money,

critics—*people who disagree with a particular idea* they also gain power to demand more rights from harsh governments.

U.S. Troops and Democracy. The U.S. military has helped to bring back democracy in Grenada, Panama, and Haiti. However, Americans disagree about whether those missions were successful or necessary.

Some people believe that using the U.S. military to build democracies is expensive and wrong. Such critics say that the situations in Grenada, Panama, and Haiti did not threaten the United States. Therefore, they argue that those missions were not important enough to risk the lives of American soldiers. Critics add that building democracies takes many years. They think that the U.S. government cannot afford to keep U.S. troops in Haiti for more than a year to make sure democracy lasts. Finally, they argue that these missions do not always produce model democracies. Critics point out that Panama and Haiti still have human rights problems.

However, many U.S. leaders think that U.S. military forces should help protect democracy. They say that U.S. national security improves when there are more democratic countries around the world because these coun-

In late 1983, President Ronald Reagan sent 6,000 U.S. soldiers to the Caribbean island of Grenada (shown here). Within two months, U.S. forces had put down coup leaders, and U.S. troops came home.

(U.S. Army Photo)

allies—*friendly nations with similar goals*

tries often become U.S. **allies.** Supporters believe that U.S. military action is the best tool to stop dictators from taking over democracies and ignoring election results. They admit that it may take years for a new democracy to give all its citizens rights, but they point out that people usually have more freedoms and rights under democracy than they do under any other kind of government. Supporters also say that the U.S. troops helped bring back democratic governments in Grenada, Haiti, and Panama. Supporters argue that life in those countries has improved with democracy and will continue to get better.

Outlook

There is a record number of democracies in the world today. But many governments continue to abuse their people. For many years, the U.S. government has helped democracy spread around the globe. However, many of today's human rights problems prove that elected leaders do not always guard the rights of individuals. Those democracies must have fair police forces, judges, and prison systems. They must also have leaders who will stand up for the freedom of their people. The problem for U.S. leaders is deciding when and when not to pressure other countries about human rights. Most American officials support the idea of human rights for all people. However, they interact with leaders from more than 100 countries, and they have to deal with many problems. Therefore, U.S. leaders often must balance human rights with other issues such as the economy and military security.

The Debate

Democracy and Human Rights

The United States Should Not Trade with Countries That Violate Human Rights.

PRO	CON
When the United States trades with a nation, that means that the U.S. government supports the government of that nation. But countries that abuse human rights do not deserve help. Countries usually need to trade with the United States. U.S. leaders can threaten to stop trading with a country unless it treats its citizens better. To get U.S. money, those leaders will give people more freedom.	Some countries with bad human rights records are important to the United States for other reasons. For example, China is important to the U.S. economy. The United States cannot afford to stop trading with some countries. Through trade, ideas about democracy spread. Trade helps oppressed people because it gives people the ideas and money to fight for their rights.

U.S. Leaders Should Help Build Democracies with American Troops.

PRO	CON
The United States is the oldest and strongest democracy in the world. It should help bring freedom to other citizens. When dictators overthrow elected leaders, U.S. troops should help bring back democracy. Besides, the United States is more safe in a world that has more democracies.	The United States should not try to control the governments of other countries, especially when those countries do not directly threaten the United States. Sending U.S. troops to foreign countries is expensive and dangerous. In spite of U.S. military efforts, Panama and Haiti are not model democracies.

International Trade

International trade is the exchange of goods and services among countries. A country usually exports, or sells, to people in another country, the goods that it produces best and that it makes at low cost. International trade allows people to use products their country might not be able to make. In addition, trade allows a country to make money on the goods it sells to another country. Therefore, international trade may raise a country's **standard of living** and improve its economy.

However, when more than one country makes the same product, international trade can bring up questions about fairness. Some people do not want to import, or buy from other countries, goods their own country makes. They like finding ways to limit certain imports to save businesses and jobs at home. This kind of trade decision is called protectionism.

Many Americans disagree with protectionism. They believe that a trade policy without protection, called free trade, is best. When foreign goods are available in the United States, American companies are forced to make better-quality products at lower prices.

Sometimes free trade is good for a nation. Other times, protectionism is best. In recent years, U.S. leaders have signed two new international agreements that promote free trade. However, people disagree about how these treaties will affect U.S. companies and jobs.

standard of living—*a measure of material well-being; the comfort of one's lifestyle*

Background

Trading with the World

Why Do Nations Trade? Most nations have a special strength or advantage when compared with other nations. Such advantages could be location, natural resources, climate, skilled workers, technology, or money for investment. These strengths allow countries that have them to produce certain goods and services at a lower cost than most other countries can. When businesses in one country sell the goods and services they make best, they profit—they make money. When a country buys goods and services that other countries produce best, people have more products to choose from. Trade gives people more choice, and trade helps businesses earn more money.

For example, in the 1800s, Great Britain made cloth faster and better than any other nation. Portugal, on the

Biggest U.S. Trading Partners

The United States trades with many countries around the world. Most often, the United States both sells goods to and buys goods from these nations. The dollar amounts of U.S. sales and purchases, when added together, show the biggest U.S. trading partners. In 1995, those countries were:

1. *Canada*
2. *Japan*
3. *Mexico*
4. *Germany*
5. *China*
6. *United Kingdom*
7. *South Korea*
8. *Taiwan*
9. *Singapore*
10. *France*

From these countries, the United States imports mostly cars and car parts, crude oil, computer accessories, and food and beverages. The biggest U.S. exports are cars and car parts, food and beverages, computer accessories, and airplanes.

other hand, had the ideal climate and fertile soil to produce fine wines. Great Britain and Portugal focused workers and resources on what each country did best and then traded these products. Thus the two countries had all the wine and cloth they needed. They also had money left over to make or buy other goods. If farmers in Great Britain had to grow grapes for wine, or if Portuguese workers had to make cloth, they all would have had to work harder at these tasks. In addition, they might not have made money because they might not have been able to sell these goods to people in other countries.

Protectionism. Free trade has been rare throughout most of the 1900s. Most governments want their citizens to buy goods and services made in their own country. These products are called domestic goods. To encourage people to buy domestic goods, governments use certain "tools" to carry out a policy called protectionism. Such tools include tariffs and quotas, often called trade barriers. A tariff is a tax on imports. Tariffs increase the price consumers pay for foreign-made products. Quotas limit the amount of specific goods that the people of one country can buy from other countries. Governments often use trade barriers because they want to protect jobs at home.

While trade barriers are meant to help save jobs in one industry, they can also destroy jobs in other industries. Economists agree that trade barriers lead to higher prices for domestic goods. When there are fewer foreign-made goods for people to buy, domestic companies do not have as much **competition.** Domestic companies can then raise prices and still sell their goods. When this happens, consumers have to spend more money for a particular kind of product, leaving them with less money to spend on other products. This means that some indus-

competition—*in this case, the efforts of two or more companies to get consumers to buy their goods, usually through low price and/or high quality* tries may have to cut jobs to survive because they are not selling enough of what they make.

For example, if the U.S. government limited foreign cheese imports, the cost of cheese made in the United States would go up because there would be less competition for U.S. cheesemakers. When shoppers have to spend more money on cheese, they have less money to spend on cereals or bread, for example. Therefore, while trade barriers may be good for American dairy farmers and cheese producers, they might hurt American grain farmers and bakeries.

Trade barriers also affect the economies of a nation's trading partners. If one country imposes trade barriers, its partners may get angry. They may then set up their own trade barriers against goods from the first country. Increasing tariffs and quotas among trading partners may cause what is called a trade war. Trade wars seriously hurt the global economy. That is why world leaders usually work out trade agreements before a trade war starts.

U.S. Trade Policy

Trade Wars and the Great Depression. In 1930, Congress passed the Hawley-Smoot Tariff Act, which placed high tariffs on goods imported into the United States. This law helped set off a trade war because other nations then raised tariffs on U.S. goods. As a result, consumer prices increased. Americans bought few foreign-made goods because of the high prices, and American **industries** lost money because foreign buyers bought few U.S.-made goods. The trade wars of the 1930s worsened the already bad economic period called the Great Depression.

American Trade Leadership after World War II. After World War II, the United States gave foreign aid (money) to Europe and Japan to help them rebuild. The United States also urged the nations of western Europe to work

Some foreign carmakers now have factories in the United States. Nissan is a Japanese-owned company. But many of the cars shown here were made in Tennessee. When foreign-owned companies build factories in the United States, the number of jobs for Americans increases. *(Close Up Foundation/Renée Bouchard)*

together in setting their trade policies. In 1958, western European nations created the European Economic Community (or EC for European Community). The EC allowed member countries to trade freely among themselves.

In the postwar years, U.S. companies increased international trade by selling more of their goods in Latin America, parts of Europe, and the Middle East. American companies also built factories in these areas, where they could pay workers lower **wages** than U.S. workers would get. These U.S.-owned companies created new markets for American goods because they provided foreign workers with jobs. Those foreign workers, therefore, had money to spend on American goods.

industry—*group of similar companies*

wages—*the amount of money workers earn*

Encouraging World Trade. During the 1940s, world leaders made agreements to help international trade. One agreement set up a new international money system. •

Each country has its own money, or currency. For example, the United States has dollars, and Mexico has pesos. When a U.S. company sets up business in Mexico, it must convert (change) its dollars into pesos. With pesos it can then build a factory or buy local materials. But how many pesos can a person get for one dollar? That question is answered by using something called the exchange rate. Exchange rates reflect the strength of one nation's economy compared with another nation's economy. This causes the exchange rate to go up or down from day to day.

Bretton Woods. In 1944, forty-four Western nations met at Bretton Woods, New Hampshire, where they created a new system of exchanging money. Under the Bretton Woods system, the values of currencies were fixed against the U.S. dollar because at that time, the U.S. economy was growing faster than the economies of other nations. The U.S. dollar was the most powerful and stable currency in the world. But after a few years, the economies of other countries began to grow faster than the U.S. economy. Therefore, the U.S. dollar gradually began to

Key Currency Cross Rates—Late New York Trading March 28, 1996

	DOLLAR	POUND	PESO	YEN	D-MARK
Germany	1.4743	2.2495	.19547	.01388	.....
Japan	106.25	162.12	14.087	.....	72.068
Mexico	7.5425	11.508	.....	.07099	5.1160
U.K.	.65539	.....	.08689	.00617	.44455
U.S.	.....	1.5258	.13258	.00941	.67829

Source: Dow Jones Telerate Inc.

Tables like this one compare the values of world currencies. For example, the first column shows that on March 28, 1996, one dollar would buy 1.4743 German deutsche marks or 106.25 Japanese yen. These tables show the strength of one nation's economy when compared to another's. In other words, if the value of the U.S. dollar falls against the Mexican peso, then the Mexican economy may be growing faster than the U.S. economy. Many factors affect the trading value of currencies.

lose value. By the 1960s, the Bretton Woods currency exchange system was outdated.

Consequently, the system was changed in 1971. Foreign currencies were allowed to change value daily when compared with one another. For example, one day a U.S. dollar might equal three Mexican pesos. The next day the dollar's value might drop to only two pesos, or it might jump to four pesos. In addition, the Mexican peso can change value against other currencies as well—like the British pound, the Japanese yen, and the French franc.

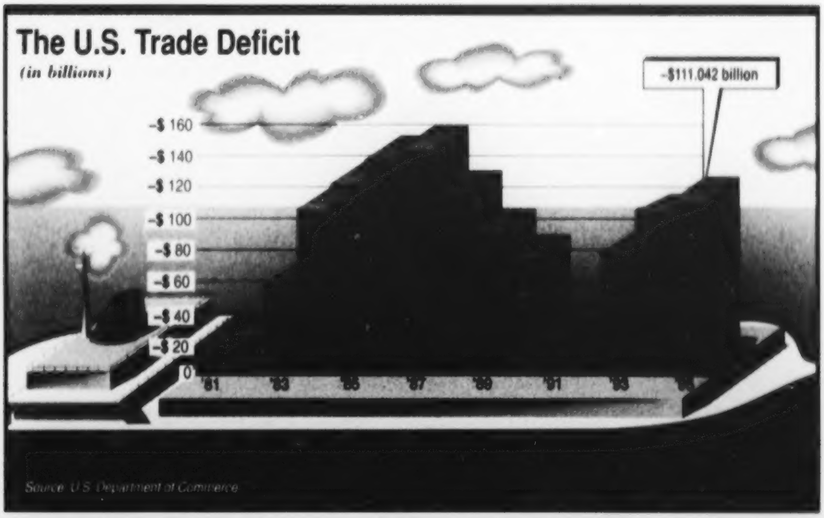
GATT. In 1947, twenty-three nations signed the General Agreement on Tariffs and Trade (GATT). This agreement set out trading rules for member nations to follow. With GATT, nations have tried to increase world trade by removing trade barriers.

GATT now has more than 120 member nations. GATT meetings—called "rounds"—have produced important trade agreements. For example, the Kennedy Round (1967) and the Tokyo Round (1979) resulted in tariff reductions around the world. In 1993, in the Uruguay Round, GATT members approved a new agreement to lift more trade barriers. They also agreed to create a new international group—the World Trade Organization (WTO)—to settle trade-related disputes among nations.

The United States and International Trade Today

The Trade Deficit. Since the 1970s, Americans have imported more foreign goods and services than they have exported. This causes a trade deficit for the United States. In 1995, the United States bought $111 billion more in goods and services from other countries than it sold to other countries.

Most experts think that the large trade deficit has caused job losses in domestic industries like steel, agriculture, auto manufacturing, textiles, and shoes. Jobs may have been lost because the United States now buys



Source: U.S. Department of Commerce

The United States has imported more goods than it has exported since 1976. This causes a trade deficit. Since 1981, the trade deficit has grown. This means that U.S. companies have not made as much money as they might have earned if they sold more goods overseas. Lower profits for U.S. companies result in fewer jobs for American workers.

a lot of these products from other countries, rather than making them at home. Some trade experts say that American shoppers are sending billions of dollars to foreign companies because they buy so many foreign-made goods and services.

The Cost of U.S. Goods The successful sale of American goods is directly linked to how much they cost. When they are more expensive than foreign-made goods—whether abroad or at home—they do not sell well. Certain factors affect the cost of U.S.-made goods.

Wages. One reason U.S. products may cost more than products from other countries is the high cost of American **labor.** Employees in many foreign countries work for lower wages than American workers. Workers in some U.S. industries have formed

labor—*work*

labor unions, which try to protect the rights of employees and to raise wages.

Productivity. The amount of time a worker spends making a product also affects its cost. This is called productivity. Productivity is measured by the amount of goods produced by each worker in one hour. Higher productivity often leads to higher profits because each item costs less to make. When goods cost less to make, they can be sold for less money. Because less expensive products sell better than more expensive products, companies usually make more money. For example, when U.S. employees spend more time and earn equal or higher salaries making a computer than do Japanese workers, Japan's computers cost less and sell better. Japanese companies therefore make more money.

Until recent years, U.S. productivity was growing less than productivity in Japan and some other countries. Many economists said that U.S. goods must be made less expensively to increase sales and profits. However, since 1993, U.S. productivity has improved to rank among the best in the world. This happened in part because companies reduced the size of their workforces.

Mexican factory workers, like the ones shown here, usually work for less money than U.S. factory workers. With the North American Free Trade Agreement (NAFTA), some U.S.-owned companies have moved their factories to Mexico. When U.S. companies move factories to other countries, some American workers lose their jobs. (Reuters/Bettmann)

BEST COPY AVAILABLE

and the workers who were left worked harder and longer hours to protect their jobs.

Subsidies. Many foreign governments give money to some of their industries to make them strong in the world **marketplace.** These payments are called subsidies. Government subsidies help those companies sell goods for less money than U.S. companies that make the same products. For example, when the government of Brazil gives money to its shoemakers, Brazilian shoes will likely be less expensive to buy than U.S.-made shoes.

Investment. Finally, because they had lower production costs and higher profits than U.S. companies, foreign companies were able to buy, or invest in, new equipment to improve their factories and their productivity. For many years U.S. factories did not invest in new and better equipment. Some of them had to close because they were old and outdated. But now U.S. businesses are improving in key areas such as information technology, medical technology, and environmental technology. These improvements will help keep U.S. industries ahead of their foreign competition.

U.S. Trading Relationships. Many world leaders have worked to reduce trade barriers. U.S. officials have participated in several international trade meetings. Their work has resulted in treaties that are supposed to help U.S. trade.

The European Union. In 1993, the European Community changed its name to the European Union. U.S. leaders talk about trade with European leaders mainly through GATT. After seven years of talks and disagreements between U.S. and European officials, GATT members finally reached an agreement in December 1993. The U.S. Congress approved the new treaty in 1994. The new GATT accord reduces trade barriers and subsidies.

marketplace—*where goods are bought and sold*

U.S. Trade with China

The United States buys more goods from China than it sells to China, causing a trade deficit. In 1995, the U.S. trade deficit with China—$33.8 billion—was second only to the U.S. trade deficit with Japan. Some economists are more worried about the trade deficit with China than with Japan because the imbalance with China has grown faster over the last five years. In addition, human rights activists think the United States should not buy so much from China because Chinese leaders violate their citizens' human rights.

Nevertheless, in 1994 President Clinton extended a special trading arrangement with China, called "most favored nation." This means that the United States will continue to import goods from China—mostly fabric, clothing, toys, and shoes—without trade barriers. Some trade experts say that the "most favored nation" trading agreement will result in even more imports from China. Many fabric and clothing companies in the United States are not happy about the agreement. However, the United States sells airplanes and telecommunications services to China, which is good for those U.S. industries. Trade experts hope that U.S. businesses will be able to sell even more goods in China's growing economy and huge market.

In December 1995, President Clinton met with leaders from Europe about more plans for free trade. They agreed to begin talks about a Trans-Atlantic Free Trade Agreement (TAFTA). However, experts think a TAFTA would not lift all trade barriers between the United States and Europe.

North American Free Trade Agreement. On January 1, 1994, the North American Free Trade Agreement (NAFTA) began. Under NAFTA, Canada, Mexico, and the United States are reducing trade barriers on farm products and manufactured goods. In addition, they are able to invest freely in each other's countries. People in the United States disagree about NAFTA. Many fear that U.S. businesses will leave the United States and move to Mexico, where labor is cheaper. That would cause huge losses of U.S. jobs. Other critics believe that NAFTA does not do enough to protect the environment. They think that companies will move to Mexico because there are fewer environmental laws there.

President Clinton supports NAFTA. He thinks the agreement will create 500,000 new U.S. jobs. Supporters say that NAFTA will improve Mexico's environment and economy. They point out that the extra money Mexico makes from the agreement can be spent to clean up water and air pollution along the U.S.-Mexican border. The president and NAFTA supporters also argue that as Mexico's economy improves and Mexican workers make more money, they will buy more American-made products.

Trade with Japan. The United States and Japan disagree about some trade matters. Japan sells about $59 billion more in goods to the United States than it buys from the United States. That amount makes up half of the total U.S. trade deficit. Most experts believe that a more balanced trade relationship with Japan is needed to improve the U.S. trade deficit.

In October 1994, after fifteen months of talks, Japan agreed to allow more U.S. companies to sell goods and services there. These include companies that sell insurance, telecommunications services, and medical equipment. However, the two countries could not agree on how to improve trade of cars and car parts, items which cause more than half of the U.S. trade deficit with Japan. The United States threatened to put up trade barriers to Japanese-made cars if Japan would not agree to a plan to accept more U.S.-made cars and car parts. The two sides reached an agreement on this issue in June 1995.

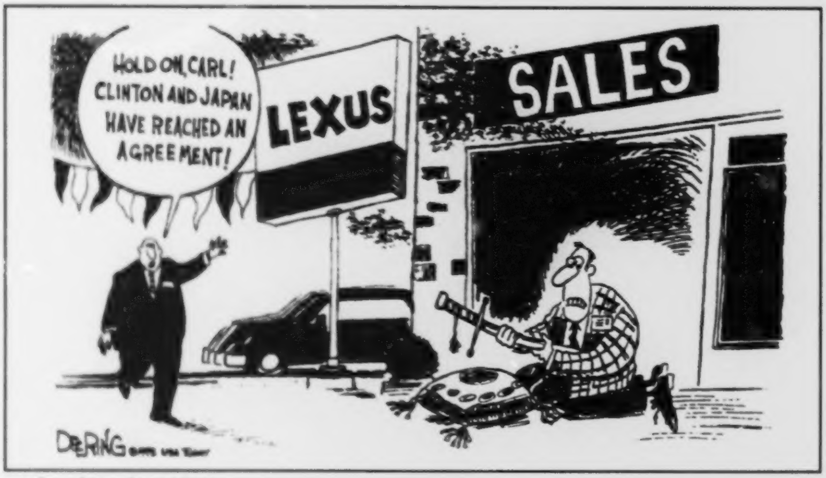
Trade With the Asia-Pacific Region. In November 1994, President Clinton met with leaders from seventeen countries in the Asia-Pacific region (nations that border the Pacific Ocean). At this meeting, called the Asia-Pacific Economic Cooperation (APEC) forum, leaders agreed to work toward free trade among their countries by 2020.

Current Issues

Free Trade and U.S. Jobs. Nations that trade have one main goal: to make their economies better. A country's economy gets better as more of its workers have jobs. Therefore, experts look to the percentage of people without jobs (called the unemployment rate) to judge the health of the economy. Americans debate whether free trade adds to or takes jobs away from the United States. If free trade creates jobs, it is good for the economy. If free trade takes jobs away, it is bad for the economy.

Some critics say that free-trade agreements such as NAFTA and GATT will take jobs out of the United States. They argue that free-trade treaties make it easy for U.S. companies to move factories to countries like Mexico or Malaysia, where people work for less money. Critics say that when these factory jobs go to other countries, U.S. factory workers have a hard time finding new jobs. Moreover, the government cannot afford to retrain them to work in other fields. Thus, the government ends up paying money (called "unemployment payments") to the growing number of unemployed factory workers, and the U.S. economy suffers.

However, people who support free trade say that it adds new and better jobs to the United States. They agree that some industries lose some low-skilled jobs. But supporters of free trade say that more jobs are created than are lost. When the United States makes free-trade treaties with other countries, U.S. companies export more goods and services. The Department of Commerce estimated that increased trade with Mexico (through NAFTA) resulted in 130,000 new U.S. jobs in 1994 alone. Supporters of free trade say that GATT and NAFTA will create even more American jobs in the future as other countries buy more U.S.-made goods and services when their workers earn more money.


HOLD ON, CARL! CLINTON AND JAPAN HAVE REACHED AN AGREEMENT!
LEXUS
SALES
DEERING

John Deering/Arkansas Democrat-Gazette

U.S. Trade With Japan. The United States has made more than thirty separate trade agreements with Japan to try to correct the trade imbalance. But in 1995, the United States bought $59 billion more goods and services from Japan than it sold to Japan. Most Americans think the trade gap with Japan is too high. Some say that trade agreements are not working. They think that Japan does not let U.S. goods and services into its market as freely as the United States allows Japanese goods in the U.S. market.

In 1995, American and Japanese leaders made a new agreement about cars and car parts. This trade agreement is supposed to allow more U.S. cars and car parts into Japan. President Clinton said the new agreement would help the trade imbalance with Japan. But critics said that Japan will not honor the agreement. Some Americans think that the United States should set up trade barriers (tariffs and quotas) against Japanese goods if Japanese leaders do not abide by new trade treaties.

People who support trade barriers say that Japan has taken advantage of the United States and its free-trade policies. They think that even though Japanese leaders have signed trade agreements, Japan still treats U.S.

goods and services unfairly. They believe that Japan limits the number and kinds of U.S. goods and services indirectly. Supporters of trade barriers say that Japan's economy relies on selling goods to the United States, and that U.S. trade barriers would force Japan to open its market to American-made goods. They say that once Japan opens its market, U.S. companies and the American economy will benefit.

Critics of erecting U.S. trade barriers against Japan think that such barriers would not help the trade imbalance with Japan. In fact, they say, the barriers would hurt the United States. Opponents of trade barriers warn that they sometimes lead to trade wars. Japan could respond by imposing its own trade barriers against U.S. goods and services. Then the U.S. economy would suffer. Trade barriers on Japanese goods would cause prices of those products in the United States to increase. American consumers would then pay more for goods because other prices might also rise.

Outlook

In 1993 and 1994, world leaders approved two important trade agreements. By approving NAFTA and GATT, U.S. lawmakers showed support for free trade. However, some Americans think that the U.S. economy is hurt by free trade. They point to large trade deficits and increasing job losses. Many U.S. businesses have lost profits to foreign companies. Some U.S. industries have pressured the government to use trade barriers to protect their profits and employees.

But the Clinton administration and many other experts believe that trade barriers harm the U.S. and global economies. In a few years, officials will know the effects of GATT and NAFTA. Americans will then know more about whether free trade or protectionism is best for the U.S. economy.

The Debate

International Trade

Free Trade Will Reduce the Number of U.S. Jobs.

PRO	CON
In many cases, foreign workers earn less money than U.S. workers. Free-trade treaties make it easy for American companies to set up factories in other countries where labor is cheaper. When U.S. firms move away from the United States, they take U.S. jobs with them. Factory workers in the United States then cannot find new jobs, and the U.S. economy suffers.	Free-trade agreements help U.S. companies sell more goods and services to other countries. Therefore, free trade increases the number of American jobs. In the first two years of NAFTA, trade in North America expanded. Other free-trade treaties would also help U.S. exports grow, and they would lead to an increase in the number of jobs in the United States.

The United States Should Raise Trade Barriers Against Japan.

PRO	CON
Japan has made many trade agreements with the United States. Yet it still has a trade surplus of $59 billion with the United States. U.S. officials should raise trade barriers against Japanese goods and services to let Japanese leaders know the United States is serious about the trade imbalance. Japan relies on exports to the United States, so trade barriers would force the Japanese to treat U.S. goods and services more fairly.	Trade barriers would not help balance trade with Japan. If U.S. officials raise trade barriers, then Japan would probably do the same against the United States. Thus, the U.S. economy would suffer. Besides, trade barriers would cause the prices of Japanese goods in the United States to increase. Then other companies would also raise prices. U.S. consumers would be the losers. Trade barriers would hurt both countries.

Nuclear Proliferation

All matter is made up of atoms, which are tiny particles. Even though it is too small to see, the center of an atom, called the nucleus, can be very powerful. Scientists and governments use nuclear particles to make, or generate, electricity (with nuclear power plants) and to make weapons (called atomic or nuclear weapons).

Nuclear weapons are dangerous and much more damaging than other types of weapons. One nuclear bomb can destroy a city and kill thousands of people. It can ruin the environment—including plants, animals, soil, and water—for hundreds of years. Because of this danger, nuclear weapons must be carefully controlled. Most people want nuclear weapons to stay in the hands of only the few nations that now have them. These nations make up the "nuclear club." However, some other countries want nuclear weapons. Nuclear proliferation is the building of these advanced weapons by more and more countries.

The chances of nuclear war grow as more countries build nuclear weapons. Accidents can also occur, harming people and the environment. Therefore, the United States has tried to limit nuclear proliferation since the 1950s. Many nations have signed a treaty to stop the spread of nuclear weapons, but a few have not signed. The U.S. government fears that countries such as Iraq and Iran may build nuclear arms secretly. U.S. officials also worry about nuclear weapons in the former Soviet Union.

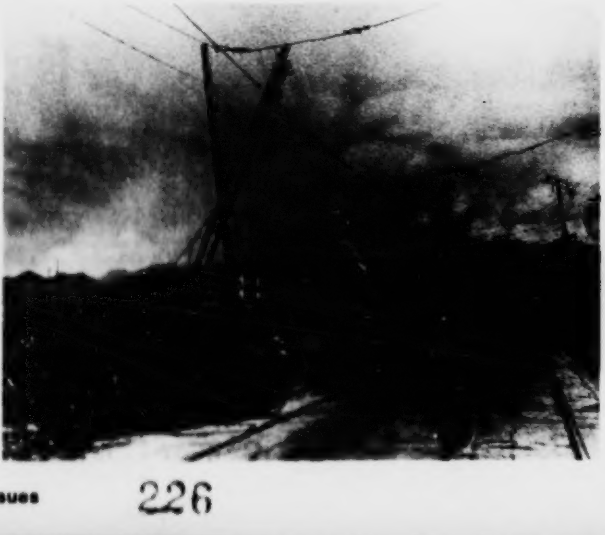
Background

The Spread of Nuclear Weapons

The Atomic Bomb and the United States. Only two atomic bombs have ever been used in a war. In August 1945, U.S. airplanes dropped two atomic bombs on Japan. These bombs destroyed the cities of Hiroshima and Nagasaki. More than 140,000 people died. This event led to Japan's surrender and the end of World War II. Nuclear weapons, or as they are sometimes called, nuclear arms, meant power.

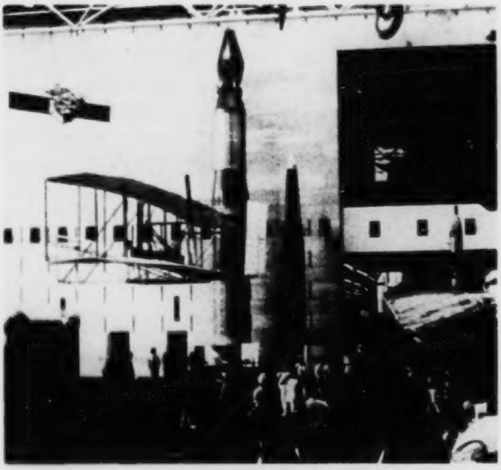
In Japan, the world saw for the first time the awesome strength of nuclear weapons. After the war, the United States wanted nuclear **technology** to be controlled by an international agency. The Soviet Union disagreed. Its leaders wanted all nuclear bombs to be destroyed. The United States and the Soviet Union could not reach an agreement on controlling nuclear weapons at that time.

Soviet leaders then began to look for ways to build their own nuclear weapons. They knew that if they wanted power, they needed nuclear arms, just like the United States. In 1949, the Soviet Union exploded its



In August 1945, the United States dropped atomic bombs on the Japanese cities of Nagasaki and Hiroshima. As shown in this photo of Hiroshima, the cities were destroyed. Japan soon surrendered, and World War II ended.

(National Archives)



In the Smithsonian's Air and Space Museum in Washington, D.C., a Soviet SS20 missile (left) and a U.S. Pershing II missile (right) stand side by side. These are medium-range missiles that can send nuclear bombs from 1,000 to 3,000 miles away. Originally, missiles could carry one bomb each. Today they can carry up to ten bombs, each bomb going to a different target.

(Close Up Foundation/Renée Bouchard)

first atomic bomb. Great Britain did the same in 1952. Thus nuclear proliferation began. When one country had nuclear arms, its neighbors and enemies feared an attack. So these other countries wanted nuclear weapons to avoid attacks. In this way, several nations have "gone nuclear" over the last fifty years, and many others have tried to build such bombs.

The Superpowers' Arms Race. From the 1950s to the 1990s, the United States and the Soviet Union competed for power. This time period is called the Cold War. The United States and the Soviet Union were much stronger than other nations. Therefore, they were called superpowers.

Nuclear bombs and the **missiles** to deliver them were the focus of competition between the two superpowers. However, to avoid wars, the two sides tried to balance power by keeping similar numbers and kinds of nuclear weapons. That way, each country felt safer. Each knew the other side probably would not attack because the

technology—*scientific information and methods used to reach a practical end: in this case, to build nuclear weapons*

missiles—*rockets that carry nuclear bombs to their targets* attacker would also be destroyed. An arms race began. When one country improved its weapons, the other country tried to match those improvements. Consequently, the arms race was very expensive.

After 1945, when the first atomic weapons were dropped on Japan, the United States and the Soviet Union improved their nuclear bombs, missiles, and airplanes. Over the years they learned to shoot nuclear missiles from underground silos and underwater submarines. They also built bombs that were more powerful.

A Growing Nuclear Club. In the early 1960s, France and China exploded atomic bombs. They became members of the nuclear club. Leaders from the United States, the Soviet Union, and Great Britain feared that even more countries would get "the bomb." They believed that having more countries with more bombs would threaten world peace. But other nations disagreed. They argued that they, too, could be responsible with nuclear weapons. By the 1960s, the U.S. and Soviet governments each had 4,000 nuclear arms. Countries that wanted nuclear bombs pointed to those large numbers and argued that the superpowers' **arsenals** were more dangerous than a nuclear club with more members.

Nonproliferation Treaties. As more nations built more nuclear weapons in the 1960s, the chances of nuclear war grew. The United States and other nuclear powers tried to convince other countries not to seek nuclear arms. Many of the world's leaders signed treaties and passed laws to control the spread of such weapons.

United Nations Nuclear Nonproliferation Treaty. The United Nations (UN) is a world organization in New York City. At the United Nations, important world issues are discussed. In 1968 the United Nations approved a **treaty** to stop the spread of nuclear weapons—the UN Nuclear Nonproliferation Treaty. The treaty supported using nuclear power for peaceful purposes, such as generating electricity. Many signers of the treaty did not have nuclear weapons. These countries were told they could have information about nuclear energy, but they had to promise not to use this information to make weapons. The United States, the Soviet Union, and Great Britain already had nuclear weapons. These countries had to promise that they would not help other countries build nuclear bombs. All signers agreed to allow **inspections** of their nuclear sites by UN inspectors.

Not all countries have signed the UN Nuclear Nonproliferation Treaty. For example, India, Israel, and Pakistan have not signed, while China, France, and South Africa agreed to sign only recently. In 1995, the signers decided to extend the treaty indefinitely.

U.S. Nuclear Nonproliferation Act. In 1978, Congress passed a law about U.S. **policies** toward nuclear nonproliferation called the Nuclear Nonproliferation Act. The act says that the United States cannot sell nuclear materials or information to countries trying to build nuclear bombs. The act also states that the United States cannot give money (foreign aid) to countries that may be developing nuclear weapons.

The Limited Test Ban Treaty. Nuclear experiments or tests have been important in the development of nuclear weapons since the 1940s. Tests have let scientists find out if and how the bombs would work. Nuclear tests also allowed nations to build more powerful bombs. When nations were developing nuclear weapons in the 1960s, people began worrying about what nuclear tests were doing to the environment. Some leaders wanted testing to be limited. Therefore, in 1963 the United States, the Soviet Union, Great Britain, France, and China signed the Limited

arsenals—*collections of weapons*

treaty—*an agreement signed by leaders of two or more nations*

inspections—*checking or testing; in this case, making sure that a country obeys the rules of the UN Nuclear Nonproliferation Treaty*

policies—*governmental decisions and actions about a particular issue*

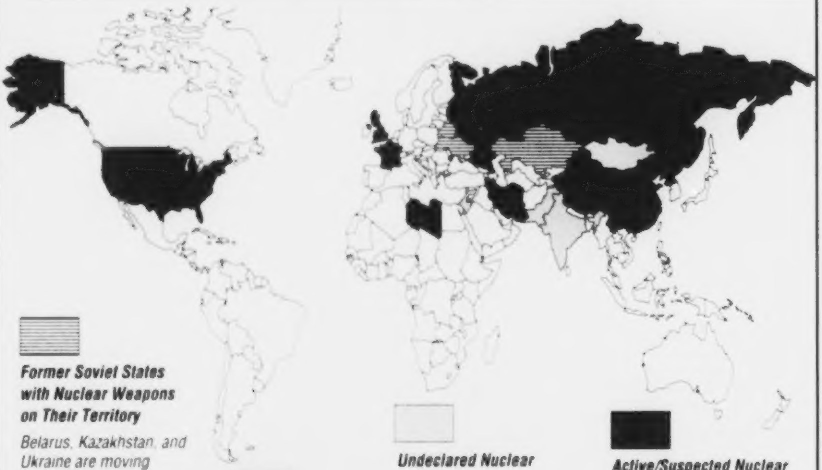
Test Ban Treaty. This agreement made nuclear tests illegal aboveground, in outer space, and underwater. However, bombs could still be exploded underground. Furthermore, in 1974 the United States and the Soviet Union agreed to stop tests anywhere of nuclear bombs larger than 150 kilotons (equivalent to 150,000 tons of explosives).

Future Nuclear Nations. Many experts believe that other nations may have nuclear weapons or the information and material to make them. These nations include Iran, Iraq, Israel, Libya, North Korea, and Pakistan. South Africa admitted in 1993 that it had built six nuclear weapons in the 1970s and 1980s. Later, those weapons were taken apart. In 1991, the United States was worried that Iraq was developing nuclear arms. Because of political and religious tension in the Middle East, many people do not want nuclear weapons in that region.

In fact, almost any country in the world could develop nuclear arms. The technology to build them is no longer new, so many people in many countries know how. Also, the same materials used for nuclear power plants can be used to make weapons. Therefore, some countries can get nuclear energy materials legally and then secretly build bombs if they want to.

The United Nations created an organization called the International Atomic Energy Agency (IAEA) to deal with this problem. The IAEA looks at (inspects) nuclear energy sites around the world to make sure the nuclear fuel in those sites is not being used to build bombs. However, countries can hide information from the IAEA if they want to, or they can refuse to allow inspections. For example, in 1993 and 1994 many world leaders thought that North Korea was building nuclear weapons. North Korea had signed the UN Nuclear Nonproliferation Treaty; however, its leaders violated the treaty because they refused to allow IAEA inspectors to visit all of their nuclear energy plants.

Global Spread of Nuclear Weapons



▤ **Former Soviet States with Nuclear Weapons on Their Territory**

Belarus, Kazakhstan, and Ukraine are moving nuclear weapons to Russia. They cannot use the nuclear weapons on their territory without Russia's permission.

■ **Declared Nuclear Weapons States**

□ **Undeclared Nuclear Weapons States**

Experts think that India, Israel, and Pakistan have nuclear weapons. However, these nations do not admit having them.

■ **Active/Suspected Nuclear Weapon Programs**

Experts think Iran, Libya, and North Korea have tried to build nuclear weapons.

Source: Carnegie Endowment for International Peace

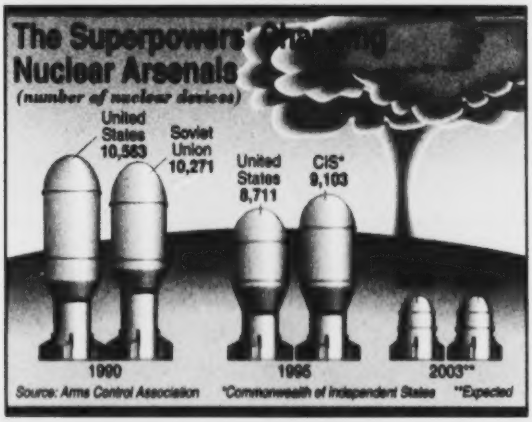
In addition to the countries shown above, many other nations could build nuclear weapons but have promised that they will not. Such nations include Australia, Canada, Japan, South Korea, and most European nations. Several other nations—including Algeria, Argentina, Brazil, Iraq, Romania, and South Africa—recently gave up making nuclear weapons.

In October 1994, officials from the United States reached an agreement with North Korea. The United States agreed to help North Korea build two nuclear power plants to generate electricity. In exchange, North Korea said it would allow inspections of its suspicious nuclear sites when the new power plants are almost fully built, which could take five years. Many officials think the UN Nuclear Nonproliferation Treaty should remain a powerful tool in stopping the spread of nuclear weapons. However, some experts think the treaty is weakened when countries sign it and later break its rules. Many Americans argue that world leaders need to find a way to punish signers that do not follow the Treaty's rules.

Former Soviet Nuclear Weapons. The Soviet Union built thousands of nuclear bombs over forty years. By 1988 it had more than 11,000 such bombs. But the expense of the arms race hurt the Soviet economy. This is one reason why the Soviet Union broke apart into independent countries in 1991. The breakup of the Soviet Union marked the end of the Cold War. However, world leaders still worried about what was going to happen with all the nuclear weapons in the former Soviet republics. They feared that these new countries might sell nuclear information and materials to unfriendly nations.

START II and Other Agreements. In January 1993, U.S. President George Bush signed a treaty with Russian President Boris Yeltsin. This agreement was called the Strategic Arms Reduction Treaty II, or START II. By signing, each country agreed to take apart more than one-third of its nuclear bombs.

In December 1993, the former Soviet republic of Ukraine agreed to take apart its bombs and use the nuclear materials in power plants to generate electricity. This means that Ukrainian nuclear bombs will probably not be sold to other countries. In return, the United States promised to give money to Ukraine and protect it



Source: Arms Control Association *Commonwealth of Independent States **Expected

The number of nuclear weapons has gone down since the end of the Cold War. By 2003, the numbers of nuclear bombs in the United States and the former Soviet Union (now called the Commonwealth of Independent States or CIS) will be the lowest since the arms race began. Nevertheless, some experts say that by keeping even 3,500 bombs, each country will still be able to destroy one another.

from enemies. The two other former Soviet republics that had nuclear weapons, Belarus and Kazakhstan, have given their nuclear weapons to Russia.

seized—*took property by legal means*
smuggling—*hiding something and transporting it illegally*

The Illegal Trade of Nuclear Materials. In spite of progress in those three former Soviet republics, many experts still worry about the thousands of nuclear weapons in Russia. They say that scientists from Russia could still sell their nuclear knowledge to dangerous world leaders. Some people also think that nuclear parts or bombs will be sold in spite of agreements. Sometimes nuclear materials are traded without anyone knowing. For example, in 1994 officials **seized** Russian nuclear material in Germany and in the Czech Republic.

Experts want Russia to continue to disarm its bombs. But Russian leaders need to be careful when taking apart these weapons. Some people fear that further **smuggling** may take place. They hope that Russia limits the number of people who work with nuclear materials and watches those workers very closely.

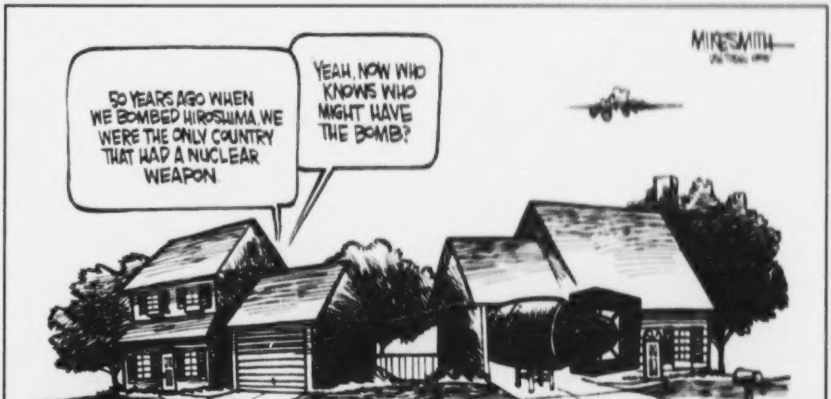
Current Issues

Results of the UN Nuclear Nonproliferation Treaty. More than 170 nations have signed the UN Nuclear Nonproliferation Treaty. But does the treaty work? Or will nuclear weapons continue to spread around the globe?

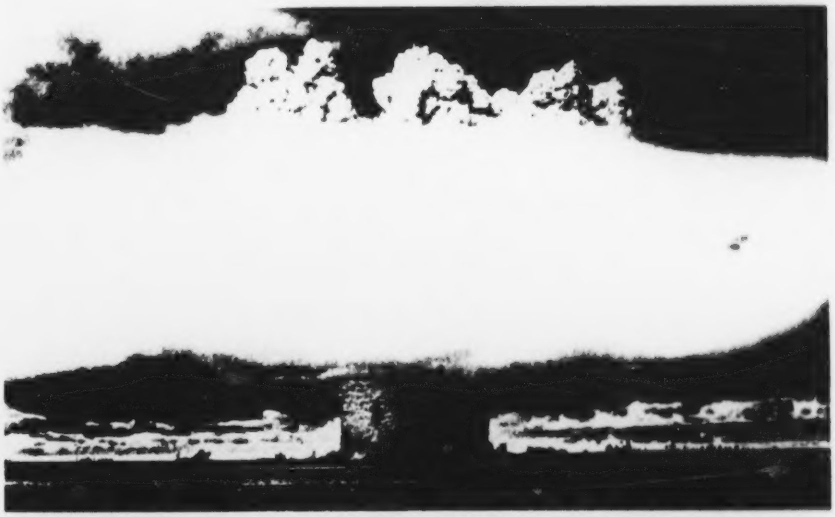
Many world leaders think it is not possible to stop nuclear proliferation completely. But some experts say that fewer countries have built nuclear bombs in the last twenty-five years, and predict that nuclear proliferation will continue to slow down. These people believe that nearly everyone is frightened by nuclear weapons. They say that fear makes many countries agree to help stop the spread of nuclear weapons.

However, some nations still want nuclear weapons. How can they be convinced to stop trying? One way is to use economic punishment. If a country is suspected of developing nuclear arms, nations like the United States may stop selling important goods to that country (trade sanctions). Concerned nations may also stop giving information about nuclear energy to suspect countries. Finally, the UN Nuclear Nonproliferation Treaty requires inspections of countries that signed the agreement. These inspections discourage countries from making nuclear bombs.

Some officials believe that power and money will cause nuclear proliferation to increase. They think that some countries will always want power, especially through weapons. They also believe that individuals or other countries will always be willing to sell nuclear technology, even if those countries have signed international agreements. People who fear nuclear proliferation say that the IAEA and the international community can be fooled. Countries can develop nuclear weapons without the world knowing about it.


MIKESMITH
50 YEARS AGO WHEN WE BOMBED HIROSHIMA, WE WERE THE ONLY COUNTRY THAT HAD A NUCLEAR WEAPON.
YEAH, NOW WHO KNOWS WHO MIGHT HAVE THE BOMB?

(Mike Smith, The Las Vegas Sun)



Nuclear tests in the sky have been illegal since 1963. However, many nations have continued to test nuclear weapons underground. To help stop nuclear proliferation and more environmental damage, some leaders now think nuclear testing should be stopped altogether.

(U.S. Department of Energy)

Nuclear Testing. Since the 1940s, nations with nuclear weapons have tested them to see if and how they work. However, nuclear tests, like nuclear bomb attacks, can harm people and the environment. Now the Cold War and the superpowers' arms race are finished. Some people think nations no longer need powerful nuclear weapons, and they say the nuclear club should take apart its bombs. Many Americans also argue that nuclear nations do not need to improve their nuclear bombs. Therefore, they say all nuclear testing should stop. That way, countries that have those weapons would prove to other nations that they plan to cut back their numbers of nuclear arms.

Some nations have already said they would no longer test nuclear weapons underground. For example, Russia announced in 1991 that it would no longer test nuclear weapons. France did the same in 1992. That same year,

Conventional Weapons

During the Cold War, world leaders concentrated on controlling the spread of nuclear weapons to avoid wars. However, some experts think that the buying and selling of weapons that are not nuclear or chemical—called conventional weapons—makes regions of the world unstable, too. For example, Iraq invaded Kuwait in 1990 with tanks and guns it bought from Western nations, including the United States. In addition to the Middle East, countries in Asia have been buying large amounts of arms. As in the Iraq example, these arms buildups may result in conflicts that could require U.S. military action.

Most nations that sell arms agree that countries with big supplies of conventional weapons can be dangerous to a region or to the whole world. However, countries that sell arms—including the United States—rely on the profits from those sales to help their economies.

The United States has increased its conventional arms sales overseas in the last few years. The United States now sells more arms than any other country. Between 1989 and 1993, the United States sold about 70 percent of all arms traded around the world. Most U.S. arms go to Egypt, Greece, Israel, Kuwait, South Korea, and Turkey.

the United States and Great Britain also stopped nuclear tests. China, however, continues to test nuclear arms.

In 1995, French leaders decided to test eight nuclear bombs under islands in the Pacific Ocean. Many world leaders and activists were angry because France had agreed to stop nuclear explosions in 1992. Therefore, after making six tests, French leaders stopped nuclear testing earlier than they planned. Meanwhile, China also tested nuclear weapons in 1995.

These events made many Americans believe even more strongly that countries should end all nuclear testing. President Clinton and many world leaders support a new agreement (a nuclear test ban treaty) to stop testing nuclear weapons. When experts talk about plans for a test ban treaty, they often call it the Comprehensive Test Ban Treaty. They think that if the main nuclear countries sign a test ban treaty, many other countries would also sign. A test ban treaty could then be another powerful international agreement. Most experts agree that countries could develop nuclear weapons without tests. But a test ban treaty would slow them down. Like most ideas, the plan has its pros and cons.

Some **advocates** think that a test ban treaty would help stop nuclear proliferation. They say that a country may not try to develop nuclear bombs if it cannot test them. They also think that countries will not use their nuclear weapons if they build them without tests. A test ban might keep some countries from making more powerful nuclear weapons. Supporters also argue that a new test ban treaty would help make the Nuclear Nonproliferation Treaty stronger.

Critics disagree. They think a nuclear test ban would be bad for U.S. security. They say U.S. nuclear arms must be tested to keep American weapons reliable. Opponents of a test ban argue that some countries might think the United States had become weak if it did not test its nuclear weapons, and that those countries might be tempted to attack either the United States or a neighbor. Besides, critics say, a test ban treaty would not stop any country from actually building nuclear weapons. Israel and Pakistan may have developed nuclear arms without testing; other nations could do the same. Opponents of a test ban treaty say the U.S. nuclear **deterrent** must be maintained. They argue that only a strong United States can help stop countries from developing nuclear arms.

advocates—*people who support a particular idea or opinion*
critics—*people who disagree with a particular idea or opinion*
deterrent—*large military presence that discourages war*

Outlook

The balance of world power has changed in the 1990s. Once people feared a nuclear war between two superpowers. Now they worry about smaller, regional wars in tense areas like the Middle East and Asia. Nations in these areas are seeking nuclear arms, so nuclear wars or accidents could still occur. The United States and other nations continue to look for ways to control the spread of dangerous nuclear weapons. However, the United States needs to balance these aims with its own security.

The Debate

Nuclear Proliferation

■

The UN Nuclear Nonproliferation Treaty Is Working.

PRO

Nuclear proliferation is slowing down because of the treaty. Many world leaders are afraid of nuclear weapons and have taken steps to reduce their numbers. Countries that have not agreed to stop building nuclear bombs face punishments such as having other countries refuse to trade with them. Furthermore, IAEA inspections expose countries that are building bombs.

CON

Nuclear proliferation will increase because countries will always seek power. Some countries will always want nuclear weapons. Others will always be willing to sell nuclear information or materials. The treaty is not working because some countries have refused inspections. There is no punishment strong enough to keep nations from getting nuclear bombs if they want them.

■

The United States Should Sign a Nuclear Test Ban Treaty.

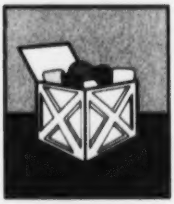
PRO

Countries will not develop nuclear arms if they cannot test them. Even if they do build nuclear weapons, they would be unlikely to use a weapon they had not tested. A test ban would also stop countries from building better nuclear weapons. Moreover, a test ban treaty signed by the United States and Russia would prove that those two powerful countries want to reduce their nuclear arsenals.

CON

Banning tests will not stop proliferation. Israel and Pakistan have developed nuclear arms without tests. Other countries could do the same. The U.S. nuclear arsenal would not be reliable without tests. Other countries might think the United States was weak. The best way to stop proliferation is to keep the United States well armed with the newest nuclear weapons.

World Poverty and U.S. Foreign Aid



More than a billion people, or one-fifth of the world's population, live in **poverty.** These people are hungry and sick even though agriculture and medicine have improved. Thousands of children die each day because they do not get enough to eat. Many die of diseases that could have been cured. By 2050, the world's population may be between 10 and 12 billion—twice as many as today. The more people that live on Earth, the more scarce the planet's resources will become.

Every year the United States and other **industrialized countries** send money and other forms of help or aid to what are called **developing countries.** The United States often uses foreign aid to promote its own political or economic interests or to gain and protect military **allies.** Aid can also be used to influence the behavior of other nations.

Some critics say too much foreign aid goes to corrupt governments that do not give it to the people who need it most. They think the money would be better spent at home. Other people say that the United States should take the lead in fighting poverty around the world.

poverty—*a condition in which people cannot afford to eat well and live comfortably*

industrialized countries—*nations in which industry has replaced agriculture as the basis for the economy*

developing countries—*sometimes called less developed countries (LDCs); these countries lack industry and natural resources and many people live in poverty*

allies—*a nation's friends*

Background

Rich and Poor

The Terms of Poverty. Some countries have many industries. They are called industrialized, or developed, countries. They have a much higher **standard of living** than countries with weak economies. Countries with weak economies because they have few industries are known as developing or less developed countries (LDCs). LDCs often need help from industrialized countries to survive. Sometimes the terms "North" and "South" are used to identify rich and poor countries. Most of the developed countries are located in the Northern Hemisphere, while many developing countries are located near or south of the equator in Africa, Asia, and South America.

The Pattern of Poverty. In developing countries, farming is still done with the most basic tools and methods, and there is little industry. Many people are sick because there are few doctors and not enough medicine. Many children die, and adults do not live as long as people do

Some parts of Africa are so dry that food cannot be grown well. Because of this, people move from one area to another to find food. People, like these nomads in Burkina Faso, often live in grass huts that can be built and moved easily.

(UN Photo 154787/John Isaac)

Many people in less developed countries use either their own hands or animals to grow and harvest food. Because they do not use machines to farm the land, they cannot grow very much, often only just enough for their own families. Dry periods or floods can greatly hurt people who depend on the land to survive.

(UN/DPI Photo)

in industrialized countries. Often more than half the population cannot read or write. Most roads are unpaved and few villages have plumbing or electricity. In many of these countries, land and income are unequally distributed. This means that a small number of people are wealthy but the rest live in poverty. The average yearly income in the poorest countries is less than $200.

The number of needy people in the world is growing as the world's population grows. The highest population growth rates are in the poorest nations. While women in industrialized countries each have two children on average during their lifetimes, women in some less developed countries give birth to an average of more than six children. Consequently, two-thirds of poor people around the world are children.

Rapid population growth hurts a nation's economic resources and **natural resources.** For example, experts say that 80 percent of deforestation results from population growth. Deforestation occurs when people cut down most of

standard of living—*a measure of the necessities and comforts that people have in their day-to-day lives*

natural resources—*actual and potential forms of wealth that occur naturally, including coal, oil, fertile soil, and iron*

In many of the world's largest cities, including Rio de Janeiro, Brazil, wealthy and poor neighborhoods are side by side. This contrast often causes problems such as high crime. Some experts say that by 2000, more than half of the world's population will live in cities of more than a million people.

(UN/DPI Photo)

the trees to make room to live and grow food. Many less developed counties are overfarming their land, clearing their forests, and polluting their waters to industrialize, produce more goods, and house and feed a growing number of people.

To deal with this rapidly growing population, some people want birth control and family planning techniques to be more available to men and women in developing countries. Studies also show that birth rates are lower in countries where the population is better educated and where incomes are higher. Because of this, many less developed countries are trying to improve education.

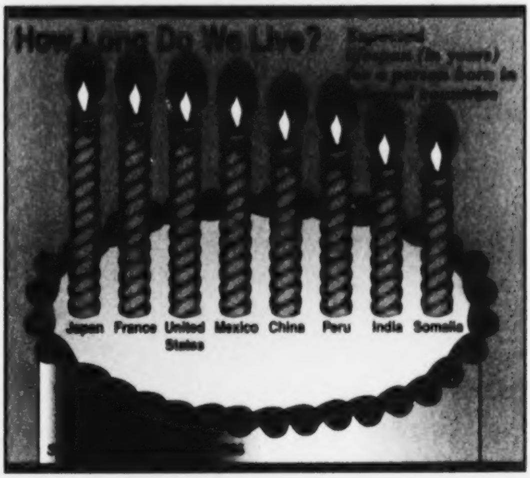
World Hunger. Years of international aid programs have led to better farming methods around the world. Many farmers grow record crops because of research. But there are more starving and **malnourished** people today than ever before. Some experts estimate that 40,000 children die each day from sickness and malnutrition, and that as many as 1 billion people suffer from lack of good food. In the 1950s, one in every fifteen people in the world was malnourished; today more than one in five do not get enough food. This is in large part because of the rapid growth of world population. Experts say that hunger can be fought through family planning programs, better farming methods, and aid from wealthy countries. However, so far, many governments have been unable or unwilling to do much to help needy countries. Nowhere are poverty, rapid population growth, and hunger more evident than in sub-Saharan Africa.

malnourished—*a condition in which people have little or no food to eat or the food that they eat each day does not keep them healthy and strong*

Hunger in Rwanda. Two tribes, the Hutus and the Tutsis, lived in Rwanda—a country in East Africa. But after Belgium and Germany colonized Rwanda, the two tribes mixed and the Tutsis became the minority. In 1962, Rwanda became independent with both tribes living side by side in an uneasy peace. But in 1990, a civil war broke out between the Hutus and Tutsis.

For three months, there was much violence in Rwanda. About 500,000 people were killed and about 2 million Rwandans fled to Zaire to live in refugee camps. Food, water, and medical treatment were in short supply. Many nations, including the United States, sent aid.

In 1995, government officials from Zaire forced about 1.5 million people who lived in these camps to go back home to Rwanda. Zairian officials worried that refugees in the camps would start fighting again. Thousands of people in Rwanda still face starvation, poverty, and the threat of violence.



Men and women in industrialized countries such as Japan and the United States can expect to live longer than people in developing countries such as Peru and Somalia. Plentiful food and good health care make the difference.

Hunger in Somalia. In 1992, the effects of years of civil war and drought led to disease and starvation in Somalia, a country on the east coast of Africa. International relief efforts did not help much because food shipments were often stolen by armed gangs. President George Bush sent American soldiers to Somalia to make sure that starving people were receiving relief supplies.

In recent years, many African countries have suffered widespread **famine**. Besides Somalia, other severely affected countries have been the Central African Republic, Chad, Ethiopia, Ghana, Mauritania, Mozambique, and Sudan.

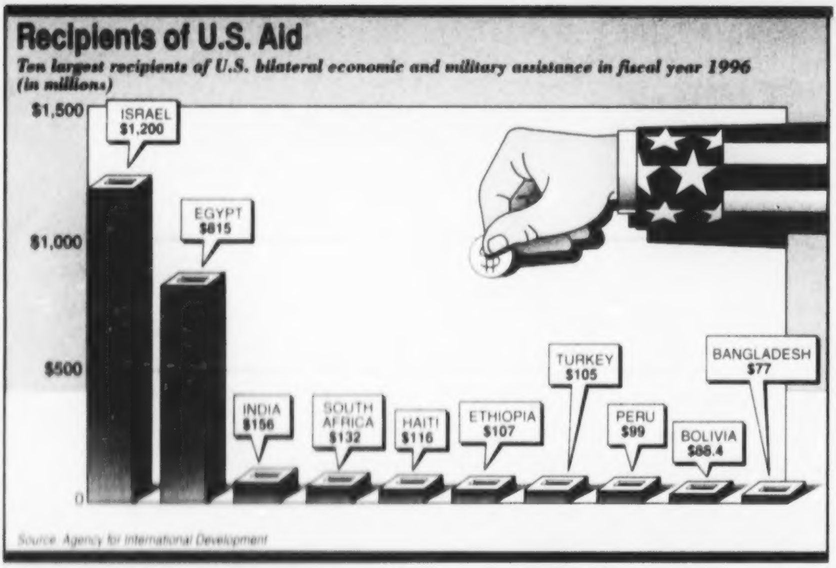
U.S. Foreign Aid. American leaders have often thought that helping other nations in need is not only a good **humanitarian** effort, but that it also helps the United States. For example, after World War II, the United States helped many European nations that had been destroyed by the war. This program was called the Marshall Plan. This effort helped improve the economies of potential U.S. allies.

The United States currently gives less than 1 percent of its total federal budget to foreign aid each year. This aid was about $14.8 billion in 1995. Most of this aid goes directly from the United States to another country and is called bilateral (two-sided) aid. For poorer countries, U.S. aid helps raise the standard of living and enables them to buy more American products. Most U.S. aid funds are spent on American goods and services. For the neediest countries, U.S. aid provides basic humanitarian support, feeding the hungry and treating the sick. Some bilateral aid is used for security purposes.

famine—*a period of time during which an area does not produce enough food for the people living there*

humanitarian—*promoting the welfare of people (humanity) by stopping pain and suffering*

Development and Humanitarian Assistance. The U.S. government



Recipients of U.S. Aid

Ten largest recipients of U.S. bilateral economic and military assistance in fiscal year 1996 (in millions)

Source: Agency for International Development

Many experts and Americans have different ideas about which countries should receive foreign aid from the United States. While some think that aid should go to friendly democratic countries, others believe that needy nations should receive aid.

gives development and humanitarian assistance to help developing countries build roads, power plants, schools, and hospitals. For most developing countries, U.S. aid may make a difference between life and death by providing food and medical care. Funds are distributed by the U.S. Agency for International Development (AID). AID sponsors programs on agriculture, rural development, and nutrition to help increase crop production in other countries. AID also sponsors the Food for Peace program, which gives low-cost American grain to countries that cannot feed their people. In 1995, some members of Congress wanted to reduce the money to AID. However, other members of Congress thought AID should continue to receive government support.

Security Assistance. The United States also gives foreign aid in the form of security assistance. Security assistance is used to strengthen the armed forces and economies of governments that are friendly to the United

In 1961, President John Kennedy started the Peace Corps to help people in the developing world. Peace Corps volunteers are U.S. citizens who go live and work in developing countries for two years. They help in education, forestry, health, and agriculture. Many people think that Peace Corps workers promote goodwill toward the United States. (Peace Corps)

States. This aid helps friendly countries buy American-made weapons, airplanes, and military vehicles and train their soldiers. A large portion of this type of aid goes to Israel, Egypt, and Turkey. One part of security assistance is the Economic Support Fund (ESF), which gives money to friendly governments to allow them to pay for development projects.

Multilateral Aid. The United States gives some money to international aid organizations. These organizations then hand out funds to needy countries to help them overcome problems. This type of aid is called multilateral (many-sided) aid because many nations contribute funds. The two largest recipients of multilateral aid funds from the United States are the World Bank and the United Nations Development Program. Both organizations grant aid based on need rather than politics.

Current Issues

U.S. Foreign Aid Policies. Foreign aid is a powerful tool for the United States in promoting its interests around the world. Most U.S. foreign aid goes to the Middle East to help keep peace there. More than 30 percent goes to Israel and Egypt. Often, developing countries receive less money because U.S. officials do not consider them to be as important to American security. Critics of U.S. aid programs have said that this strategy is not good. They argue that giving a large portion of foreign aid money to Middle Eastern nations makes other nations angry with the United States. In addition, critics say that this practice places some struggling democracies in danger of collapse.

Some people think that interests of developing nations would be better helped by open trade and increased private investment than by "handouts" from the industrialized world. They argue that U.S. aid programs should be changed so that they teach developing nations to help themselves. Such experts believe that the United States should encourage the governments of developing coun-

Some aid programs give food and water to people in developing countries. Other programs pay for health care. Here, an American aid worker helps some hungry people.

(UN Photo)

In Africa, the average family has about 6 children. In the United States, the average family has about 2 children. Although there are many more people in developing countries than in industrialized countries, developing countries do not have as many resources as industrialized countries.

(United Nations)

tries to turn over many government services to private owners (privatization).

The Growing Population. Many experts warn that the world's rapidly growing population is adding to poverty and ruining the environment. But not all people agree on how to help less developed countries control their populations. Some U.S. officials think that giving money to organizations that might recommend abortion as an option to control population growth is morally wrong. Both President Ronald Reagan and President George Bush stopped U.S. support of International Planned Parenthood and the United Nations Population Fund because these groups discuss abortion as an option in family planning. Supporters of the Reagan and Bush policies argue that U.S. funds should not be used for abortion counseling. They point out that economic aid will help the economies of developing countries and that when standards of living go up, birthrates will go down.

In 1993, President Bill Clinton reversed the Reagan-Bush position. The day after taking office, Clinton lifted the ban on funding for all family planning organizations even if they give women the option of abortion. Supporters of Clinton's action think that even more funding for family planning is needed to halt the population explosion. They point out that the world's population will double in the next 100 years. Many people believe that the world cannot wait for economic progress and industrialization to naturally slow the birth rate. Most advocates of family planning believe that family planning agencies should be free to counsel men and women about abortion, as long as abortion is legal in their country.

Africa and the Information Highway

The Internet connects computers from businesses and universities throughout the world. The Internet is often called the "information highway" because people are able to get information from the Internet without leaving their homes or businesses. Africa is the only part of the world that is not connected to it. Some experts think that Africa will fall further behind the world until they gain access to the Internet.

Outlook

In developing countries, more children are being born and food supplies are decreasing. To get food, many less developed countries are harming the environment by overfarming cropland and cutting down their forests to make more cropland. Even so, more than a billion men, women, and children still do not have enough food, good housing, and clean sanitation. One way they can survive and live healthy lives is to get aid from other countries. Since World War II, U.S. foreign aid has served many purposes. It has helped decrease poverty, promote political stability and democracy, and keep allies. Today, many industrialized countries are helping developing nations. The questions U.S. leaders have to answer are how much aid should they give and to whom should they give it.

The Debate

World Poverty and U.S. Foreign Aid

The United States Should Reduce Foreign Aid.

PRO	CON
The United States cannot afford the foreign aid it now gives. The more money the United States gives to other countries, the less money there is to spend at home. The U.S. government has given billions of dollars to developing countries, but poverty and hunger are still problems. In addition, many countries that receive money from the U.S. government do not always act in the best interests of the United States.	Foreign aid is an inexpensive way of promoting U.S. interests. Aid programs create long-term friendships around the world. Also, many aid programs help American business owners and farmers because the aid money is often used to buy American-made goods. Finally, foreign aid helps save lives by providing needy people with food and medicine. The United States has a moral responsibility to help these people.

The United States Should Promote Family Planning to Stop Population Growth.

PRO	CON
The U.S. government must act to stop poverty. Poverty can be reduced only if the number of people and demands on Earth's limited resources are also reduced. The United States should provide family planning methods and information to couples in developing countries who want to control the number of children they have.	The United States should not provide aid that might be used to support abortion. Abortion is not the right way to slow population growth. Instead, the United States should help improve the economies, agriculture, and education of developing countries. American officials should not interfere with decisions about family size.

East Asia

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The United States pays a lot of attention to East Asia for many reasons. Over the last fifty years, the United States has been in three major wars in that area: World War II, the Korean War, and the Vietnam War. Today, many newcomers to the United States come from East Asia. And many countries in that region have the fastest-growing economies in the world.

One of the fastest growth rates is in China, a nation with more than a billion people to help build businesses and buy new products. China's economy is growing because its government is changing the economic system. Other East Asian economies—those in Indonesia, Singapore, and Vietnam—are also growing. Although Japan's growth has slowed recently, its economy remains one of the strongest in the world.

Many experts think that the U.S. government pays more attention to East Asia than Europe because of Asia's growing economic importance. More contact between the United States and East Asia has caused some problems. For instance, the United States has had several trade disagreements with Japan and China.

Moreover, as countries in East Asia change, U.S. leaders know they must also change the way the United States deals with those nations. For example, some experts think the United States needs to rethink its defense plans in that part of the world. Others say the United States should begin relations with North Korea.

Because East Asia is so important to the U.S. economy, American leaders will focus on issues in the region for many years to come.

Background

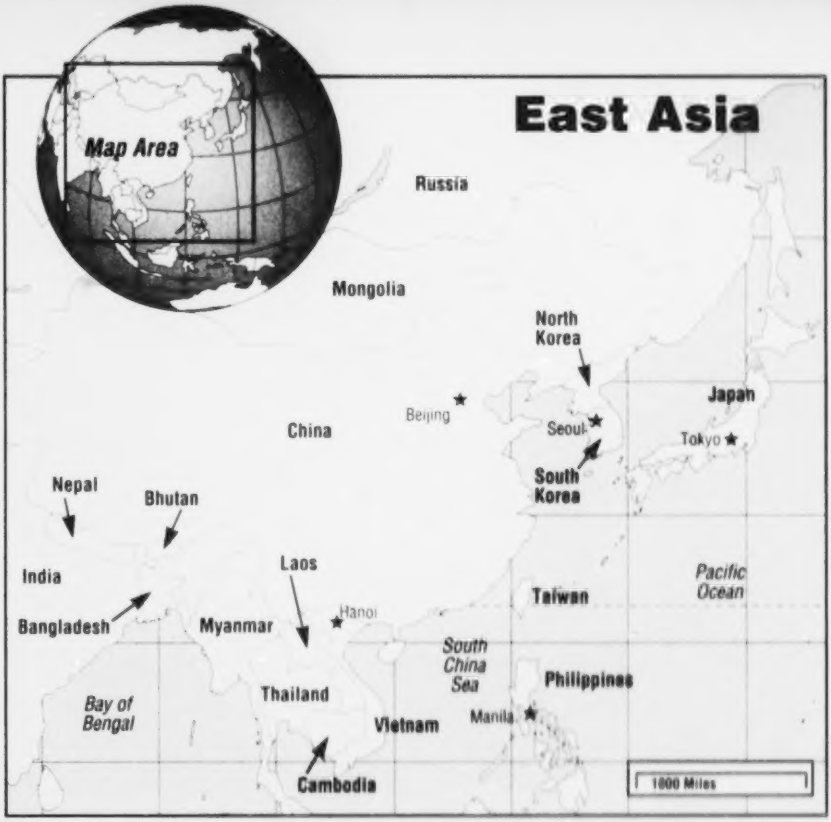
Japan

U.S.-Japanese Relations, 1945-52. The United States and Japan are friendly today. But between 1941 and 1945, the two countries were at war. To help end World War II in 1945, the United States dropped atomic bombs on two Japanese cities, Hiroshima and Nagasaki. A few days later, Japan surrendered to the United States, and World War II ended. For the next seven years, the U.S. military controlled Japan. During that time, the Japanese people started their first democratic government. It included a parliament called the Diet, a prime minister, and a Supreme Court. Japan's neighbors were afraid of a strong Japanese military because Japanese leaders had once used force to take over other Asian countries. Therefore, the new constitution stated that Japan could not raise an army.

In 1952, Japan's government signed a peace treaty with the U.S. government, and Japanese leaders were then allowed to govern their own country. U.S. and Japanese officials also signed the Mutual Security Treaty.

On September 2, 1945, Japanese officials surrendered to the United States, ending World War II. Shown here is a Japanese official signing the surrender papers aboard the U.S.S. Missouri*—an American battleship.*

(National Archives)


East Asia
Map Area
Russia
Mongolia
North Korea
Japan
Beijing
Seoul
Tokyo
China
South Korea
Nepal
Bhutan
India
Laos
Taiwan
Pacific Ocean
Bangladesh
Myanmar
Hanoi
South China Sea
Philippines
Thailand
Bay of Bengal
Vietnam
Manila
Cambodia
1000 Miles

Under this agreement, the United States promised to defend Japan if enemies attacked it. In exchange, Japan allowed the United States to keep military bases on Japanese soil. Today there are about 45,000 American soldiers in Japan.

Japan's Economic Miracle. Before and during World War II, Japanese factories made military equipment. Therefore, when the war ended, Japan was not able to make **consumer goods** as well as other industrialized countries. But Japanese businesses soon remodeled their factories so they could better make and sell consumer goods. They came up with new ways to manage their work and workers.

consumer goods—*products that individuals buy (rather than products that businesses or industries buy)*

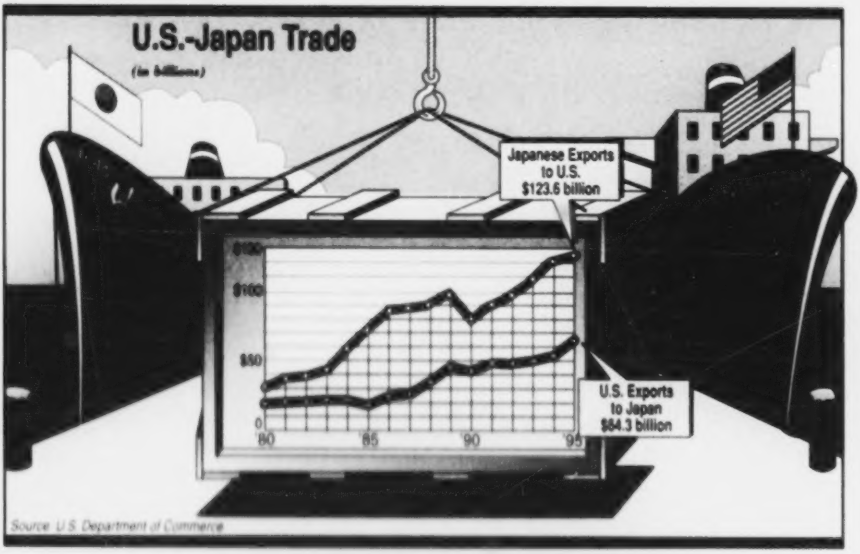
The U.S. government also helped Japanese businesses by giving them money.

In addition, the Japanese government protected Japan's new businesses. For example, the government limited **imports** that would compete with new Japanese products. Japan's government also gave its companies money, which business owners used to invent new products and to make those products faster and better. The government also allowed Japanese companies to work together to invent and make new goods of high quality. Moreover, Japan's well-educated workers often improved the quality of foreign products that were coming into their country after the war.

Because of these efforts, Japan's productivity rate—the rate at which workers make goods—grew. Japanese productivity grew faster than did the productivity of U.S. workers. By the 1960s, Japanese factories were making high-quality consumer goods, such as clothing, radios, televisions, cameras, and automobiles. Japan earned a lot of money by exporting, or selling, these goods to other nations including the United States.

U.S.-Japanese Trade. Japan's economy relies on international trade because it is an island country that has few **natural resources.** Thus, Japan must import most of the raw materials it needs for manufacturing. That means Japan must sell its manufactured (finished) goods to people in other nations so it can pay for the raw materials it needs to buy. When Japan began selling consumer goods overseas, the United States became its biggest customer. By 1965, Americans were buying more products from Japan than they were selling to Japan. For the United States, this situation led to what is

- **imports**—*goods bought from other countries*
- **natural resources**—*a supply of materials that grow or exist in a particular place, such as trees, minerals, and water; natural resources are often used to make other goods*



Source: U.S. Department of Commerce

Every year since 1965, Japan has exported more goods to the United States than the United States has exported to Japan. The black line shows the amount of goods the United States shipped to Japan, and the gray line shows the amount of goods Japan shipped to the United States. The difference between the two amounts was the highest ever in 1994.

called a trade deficit. The U.S. trade deficit with Japan continues today.

For almost thirty years, U.S. and Japanese leaders have disagreed over the U.S. trade deficit with Japan. During those years, officials from both governments have made more than thirty agreements to make the U.S. trade deficit smaller. To lower that deficit, U.S. companies need to sell more goods in Japan, and Japanese companies need to sell fewer goods in the United States. So far, that has not happened. The U.S. trade deficit with Japan was about $59 billion in 1995.

Some economists say that the United States has a trade deficit with Japan because of unfair trade practices by Japan. They think that Japanese leaders continue to use trade barriers in spite of their trade agreements with the United States.

A New Agreement. In early 1995, an important trade disagreement remained unsettled. At that time, Japanese car sales in the United States made up the largest part of the U.S. trade deficit with Japan. Yet Japan would not agree to buy more U.S.-made cars to help solve the problem. President Bill Clinton told Japan's leaders that he would put up trade barriers to keep expensive Japanese-made cars out of the United States if no agreement could be reached. Because the Japanese economy depends so much on car sales to the United States, the threatened trade barriers would have badly hurt Japanese businesses and workers. When one country limits trade with another country as a punishment, such actions are called trade sanctions. President Clinton set a deadline of June 28, 1995, for the two sides to agree.

Many economists feared that U.S. trade sanctions against Japanese products could set off a **trade war** between the two nations. Then prices for many goods bought and sold in both countries would increase dramatically. A trade war between these two big trading partners would hurt not only the Japanese and U.S. economies, but also the economies of other nations that depend on foreign trade.

However, leaders from both countries avoided a trade war. Hours before the deadline, the two governments agreed to a plan to let more U.S.-made cars and car parts into Japan.

China

Communism and the Great Leap Forward. After World War II, two political parties in China, the Nationalist Party and the Communist Party, fought for control of the country. Following a long civil war, the Communist Party won control in 1949. The leader of the Communist Party, Mao Zedong, renamed the country the People's Republic of China.

President Richard Nixon (right) and Chinese leader Mao Zedong meet in 1972. Nixon's visit was the first time U.S. and Chinese officials met in more than twenty years.

(National Archives)

Mao's goal was to do away with poverty and inequality among China's people. He tried to divide food, land, and other resources more equally. In the first ten years of communist rule, China's economy grew, but not enough to provide for all Chinese people.

In 1958, Mao announced a new economic program called the Great Leap Forward. This plan was meant to **modernize** China's farms and factories. But the program did not improve the economy, and many Chinese people became restless and unhappy. Chinese leaders put in prison many citizens who spoke out against the government, who had ties to the United States, or who were well educated. Leaders of noncommunist nations, including the United States, believed that China was mistreating its people. Thus, many countries cut off relations with China, and China became isolated from the rest of the world.

trade war—*a series of trade barriers that countries impose against one another's goods, leading to serious economic problems*

modernize—*to improve; to make newer and more efficient*

Deng Xiaoping and Economic Choices. When Mao Zedong died in 1976, a long and bitter struggle for power followed. Deng Xiaoping eventually became China's leader in 1978.

While the communist political system remained the same, Deng and his supporters reformed, or changed, China's economy. Its economy grew rapidly because Deng tried capitalist ideas. Under capitalism, private businesses and consumers—not the government—run the economy. This system is sometimes called a free-market economy—a system in which the forces of supply (companies) and demand (consumers) control the amount and prices of goods that are bought and sold. Deng opened China to trade with Western nations. He also encouraged foreign companies to invest in (put money into) Chinese businesses.

Because of Deng's economic reforms, hundreds of millions of Chinese people have made enough money to escape poverty. China's economy grew at an average of 8.6 percent a year from the early 1980s through 1992. In 1993 and 1994, its economy grew even more—by about 13 percent each year. This growth has given Chinese people more jobs and money.

China's New Leaders. In 1987, Deng Xiaoping gave up leadership of the Chinese Communist Party. But before he retired, Deng told many older party leaders to retire as well. China's leadership was then left to a younger generation. Most experts think that the new generation of leaders will continue China's economic reforms.

Even though new leaders head the government, Deng remains the most powerful person in China. But Deng is now 91 years old. China's future after Deng dies is uncertain. Some experts believe that recent events show that today's Chinese leaders want to keep tight control over the country and any people who speak out against the government.

U.S.-Chinese Relations. Until the 1970s, the relationship between China and the United States was strained. After World War II, U.S. leaders were trying to stop communism. Therefore, when communists came to power in China in 1949, the United States would not recognize, or have relations with, the People's Republic of China. Moreover, Chinese leaders were openly anti-American.

By the 1970s, China had become a world power. But its relations with the communist Soviet Union, another enemy of the United States, were tense. President Richard Nixon believed that the conflict between the two

Taiwan+China=One China?

In the 1940s, China had a revolutionary war between the Chinese Communists and the Chinese Nationalists. When the Chinese Communists won the war in 1949, the Nationalists fled to the island of Formosa. There they started a new country, called the Republic of China on Taiwan (or Taiwan for short).

Taiwan and China still disagree about land. The leaders of mainland China say that Taiwan is part of China, while the Taiwanese say mainland China belongs to them. China has often threatened to attack Taiwan if it declares independence from China. This disagreement between China and Taiwan has caused problems for U.S. leaders.

In 1949, the United States opposed communism. Therefore, it did not have relations with the communist government of mainland China. It considered Taiwan to be "China." When U.S. relations with mainland China improved in the 1970s, China said the United States could have relations with only "one China"—either mainland China or Taiwan. In 1979, President Jimmy Carter began U.S. relations with mainland China, and he stopped relations with Taiwan. However, the United States continues to trade with Taiwan.

Today Taiwan has a strong economy. The island country has also begun to change its government to a democracy. Therefore, some Americans think the United States should recognize Taiwan instead of the People's Republic of China. However, others think that the United States should not recognize Taiwan because mainland China would get angry. They say that China would be likely to attack Taiwan or disrupt other U.S. interests in the region, and that China is too important to U.S. trade to risk breaking ties.

big communist powers increased the chances for better U.S. relations with China. In 1972, Nixon surprised the world by visiting Mao Zedong in China. That visit was the first friendly official contact between the two countries in more than twenty years.

During the 1980s, the United States and China continued to build ties. Trade between the two countries grew. But their relations were uneasy because China held on to communism. However, Deng Xiaoping's economic changes pushed China's economy toward capitalism. Presidents Ronald Reagan and George Bush encouraged Deng to change China's system of government as well.

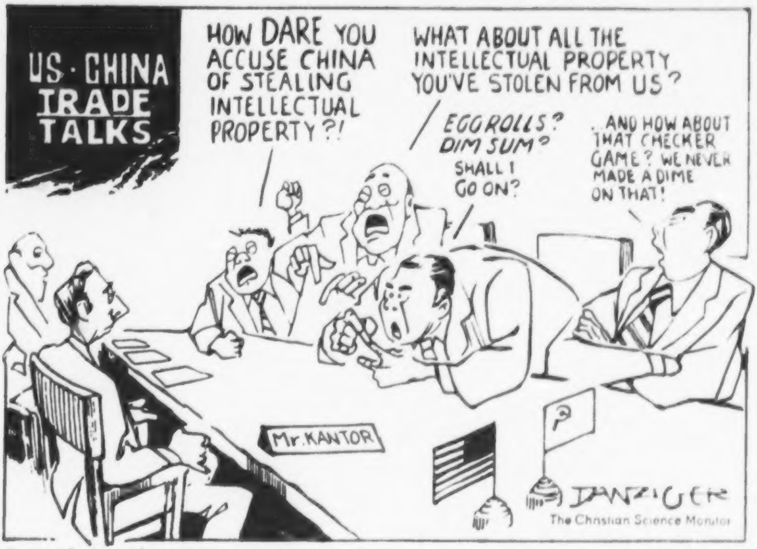
Tiananmen Square. Many Chinese students and workers also wanted Deng to change the Chinese political system. Therefore, in 1989, more than 100,000 people **demonstrated** for democracy in China's capital, Beijing. To stop the unrest, Chinese leaders ordered tanks and soldiers to attack Tiananmen Square, where the demonstrations were held. The military attack hurt thousands of demonstrators and killed at least 800. Hundreds of people were arrested, and some were later executed (killed).

Leaders of many nations thought that China's treatment of its people during the Tiananmen Square attack was wrong. Some said that in spite of China's economic growth, the attack proved that China's government was **oppressive.** President George Bush criticized the attack, but he did not want to cut ties with China. President Bush wanted the United States to continue trading with China because he believed that economic growth would improve China's political and social problems. In addition, he thought that trade with China was

demonstrate—*to gather publicly and show views about a particular issue*

oppressive—*using power or authority in a severe way*

tariffs—*fees that businesses must pay a foreign government to ship goods into that country*


US-CHINA TRADE TALKS
HOW DARE YOU ACCUSE CHINA OF STEALING INTELLECTUAL PROPERTY?!
WHAT ABOUT ALL THE INTELLECTUAL PROPERTY YOU'VE STOLEN FROM US?
EGG ROLLS? DIM SUM? SHALL I GO ON?
...AND HOW ABOUT THAT CHECKER GAME? WE NEVER MADE A DIME ON THAT!
Mr. KANTOR
DANZIGER
The Christian Science Monitor

(Danziger © The Christian Science Monitor)

good for the U.S. economy. Therefore, Bush renewed China's most favored nation (MFN) trading status. Most favored nation status means that the United States charges low **tariffs** on Chinese goods entering the United States. For several years after 1989, reports stated that China was continuing to mistreat its citizens. Therefore, Americans debated whether they should keep supporting the Chinese government by continuing to give it the MFN trading privilege.

Copying U.S. Products in China. In 1995, U.S. relations with China were strained because of a trade issue. American officials, led by U.S. Trade Representative Mickey Kantor, accused twenty-nine Chinese factories of illegally copying U.S. computer programs, music, and movies (called U.S. "intellectual property") without paying money to U.S. companies. President Clinton demanded that China close those factories. When China refused, he threatened to use trade barriers against Chinese goods that enter the United States. Chinese leaders said they would do the same to U.S. goods in their country. But

activist—*a person who strongly supports a cause by taking action*

the leaders agreed to a solution before starting a trade war.

China Jails an American Citizen. U.S. relations with China got worse by the summer of 1995. Harry Wu is a U.S. citizen who was born in China. Before coming to the United States, Wu had spent nineteen years in jail in China for speaking out against the Chinese government. Wu remained a human rights **activist** in the United States, and he criticized the way China was treating its citizens. In June 1995, Chinese officials arrested Harry Wu, and they accused him of being a spy. American leaders criticized China for jailing a U.S. citizen, and they demanded that Chinese leaders free him. After two months, the Chinese government let Wu return to the United States.

Experts worry that relations between the United States and China are becoming too tense. Some say that if leaders from the two countries do not work together, relations may get worse. China and the United States could possibly start a trade war, or even military action, over their disagreements. Many economists point out that U.S. businesses could make a lot of money trading with China. Therefore, they say that U.S. leaders should try to solve their problems with China.

North and South Korea

The Korean War. During World War II, Japan controlled the Korean peninsula. When Japan lost the war, it had to leave Korea. Korea was then divided into two parts, the North (allied with the Soviet Union) and the South (allied with the United States). At that time, North and South Korea could not agree on when they might join back together to form one country.

In June 1950, North Korea invaded South Korea. North Korea wanted to unite the two countries under a communist government. This action started the Korean

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War. The Soviet Union, and later China, supported North Korea. The United States and other nations from the United Nations (UN) defended South Korea. The two sides fought until they declared a stalemate in July 1953. Today North and South Korea remain divided. The United States keeps 37,000 troops in South Korea.

North Koreans call Kim Jong Il (shown here) "dear leader." Kim Jong Il's father, Kim Il Sung, was North Korea's leader from 1948 to 1994. Experts think that Kim Jong Il probably does not have as much power as his father had.

(Reuters/Bettmann)

The Two Koreas Today. North and South Korea have different forms of government. North Korea is a strict communist country. It has tight control over its people—where they live, where they travel, and what they say. From 1948 to 1994, North Korea was ruled by Kim Il Sung. After Kim Il Sung died in July 1994, his son, Kim Jong Il, became leader of North Korea.

On the other hand, South Korea is democratic. People in South Korea can change their leaders through voting in elections. South Koreans elected their president for the first time in December 1992. In 1995, South Korean voters held their first elections for leaders in their towns and cities.

New Problems in North Korea. When the Soviet Union split apart in 1991, North Korea stopped getting money (foreign aid) from Soviet leaders. In 1992, North Korea lost its other ally, China, when China began relations with North Korea's enemy, South Korea. North Korea then became isolated from the world. Its economy suffered.

During the early 1990s, many world leaders thought that North Korean leaders were desperate. North Korea

nuclear—*extremely powerful and dangerous weapons*

was probably trying to build **nuclear** bombs. This was a problem because North Korean leaders had signed an international treaty promising not to build nuclear weapons. After many months of talks, officials from the United States reached an agreement with North Korea in October 1994. The U.S. government said it would help North Korea build new nuclear power plants to make electricity. North Korea agreed that, when the power plants are built, it would prove it had not been developing nuclear bombs. Many Americans question whether the United States should have "made a deal" with a country that broke its promise.

Diplomatic Relations. When the government of one country recognizes, or approves of, the government of another, it begins diplomatic relations. That means that the two countries trade official representatives, called ambassadors. When they have diplomatic relations, two or more countries can plan meetings among government officials. The United States can choose not to recognize a government it does not like. Without ambassadors and high-level meetings, countries usually have trouble solving differences.

The United States recognizes, or has official relations with, South Korea, but not North Korea. That means that the United States does not have an ambassador in North Korea, and North Korea does not have an ambassador in the United States. It also means that the United States does not trade with North Korea.

Current Issues

U.S. Armed Forces in Japan. The United States and Japan signed the Mutual Security Treaty in 1952. Since then, the United States has kept a large military force in

Japan. Many Americans now think this policy should be changed.

Some think the United States should take its troops out of Japan. They say that Japan has a strong economy and can afford to pay for its own security. Besides, they argue that the United States can no longer afford to keep 45,000 soldiers and their military hardware in Japan. They point out that U.S. forces were meant to protect Japan from the Soviet Union, which no longer exists.

But other Americans say that U.S. troops should stay in Japan. They argue that the U.S. military helps balance the power of other countries in Asia, such as China and Russia. Supporters of keeping troops in Japan also say that U.S. forces help prevent an arms race in the region. They say that if the United States leaves, Japan would have to build up its military forces. Then other countries in the region would buy more weapons to guard against Japan. An arms race in East Asia could lead to war.

Recognizing North Korea. In early 1996, reports stated that the economy in North Korea was getting worse. North Korean leaders said that their people did

We don't want to be molested
The dignity of men
NO MORE MILITARY PROBREM
Don't forget
WE DON'T NEED
MILITARY

In September 1995, three U.S. servicemen based on the Japanese island of Okinawa were arrested for raping a young Japanese school girl. This caused many Japanese people to say that they no longer wanted the U.S. military in their country. Here, people on Okinawa protest U.S. military bases there.

(AP Photo by Itsuo Inouye)

not have enough food. Some experts think that a bad economy pushed North Korean leaders to do desperate things, such as trying to build nuclear bombs. How should the United States treat North Korea?

Some Americans say that having relations with countries, even ones the United States does not like, helps avoid crises. It gives nations the tools to talk to each other and avoid problems. Some believe that North Korea would change if the United States recognized its government. They think that North Korea's economy might improve if the United States opened relations and began trading with North Korea. North Korea might then become more friendly and open. Relations with the United States might cause North Korea to stop trying to build weapons to defend itself or attack other countries. Some people even argue that North Korea would begin to fix its relations with South Korea if U.S. leaders begin to talk with North Korean leaders.

Other U.S. officials say that North Korea cannot be trusted. They point out that North Korea probably did try to build nuclear weapons despite its promise to world leaders. Therefore, they say the United States should not recognize the North Korean government. In addition, many argue that North Korea violates the human rights of its citizens. They point out that the United States does not agree with North Korea's communist system of government. Recognizing North Korea would be a form of support, which opponents say North Korea does not deserve.

Outlook

U.S. relations with East Asian nations are changing. Many countries in the region are gaining power because of their growing economies. The United States must handle relations very carefully with countries such as Japan and China. As U.S. trade in East Asia grows, the U.S.

economy depends more and more on those countries. Thus, peace and stability in the region will become even more important. As U.S. foreign relations focus more on East Asia instead of Europe, U.S. officials must build trust and cooperation with this part of the world.

The Debate

East Asia

■

The United States Should Take Its Armed Forces Out of Japan.

PRO

Now that the Soviet Union has dissolved, the United States no longer needs to protect Japan. While the United States defended Japan, the Japanese economy grew strong. Japan now has enough money to defend itself. The U.S. government has big debts, so it cannot afford to pay for Japan's defense.

CON

China and Russia are large and powerful countries that could still threaten Japan. Thus, Japan needs the U.S. military to ensure its safety. Besides, Japan's neighbors are afraid of a strong military in Japan. If Japan builds a strong military, it may cause an arms race—and possibly a war.

■

The United States Should Recognize North Korea.

PRO

To help bring peace to both Koreas, the United States should begin relations with North Korea. Through diplomacy and meetings, the United States can help avoid crises in North Korea, such as the building of dangerous weapons. Meetings between North Korean and U.S. leaders might change the North Korean government. U.S. officials can then help North and South Korean leaders talk about peace.

CON

The United States should not begin relations with a country that has broken its promise to international leaders. The agreement to stop North Korea from building nuclear weapons is wrong. It rewards lies by giving North Korea aid. North Korea cannot be trusted to abide by the new agreement. The United States should recognize North Korea only if a new, more reliable, and friendlier government comes to power there.

Europe

Europe and the United States have always enjoyed a special relationship. Hundreds of years ago, European colonists came to America to live in English, French, and Spanish colonies. They brought with them their languages, customs, and traditions. Even after the United States broke away from English rule in 1776, Europeans kept moving to America. Thus, European influence in the history of the United States has always kept the two regions closely tied. For example, the United States sent soldiers to help its European allies during two world wars. After World War II, the United States supported the democracies of western Europe against the communist governments of eastern Europe.

But by 1991, eastern European nations moved away from communist rule. Since then, many changes have taken place in Europe. Eastern European nations held elections, and began to set up free-market economies like those in western Europe. Many experts thought that Europe would quickly become a powerful economic region. In 1992, representatives from twelve countries agreed on plans for a unified Europe in a plan called the Maastricht Treaty. But dreams of a "United Europe" have not yet come true. Europe faces high unemployment and slow growth in many economies.

European leaders also had to deal with a long, brutal war in the former Yugoslavia. Once again, the United States was involved in this European problem. In 1995, U.S. officials brought leaders from the former Yugoslavia to Dayton, Ohio, where a peace agreement was reached. As part of the agreement, the United States sent troops to Bosnia to make sure the peace is maintained.

Background

The East-West Split

Yalta. In February 1945, before World War II had ended, British Prime Minister Winston Churchill, U.S. President Franklin Roosevelt, and Soviet General Secretary Joseph Stalin met at the Soviet city of Yalta to discuss the rebuilding of Europe.

The three leaders agreed that when the war was over, Germany and its capital, Berlin, would be divided into four zones: troops from the United States, Great Britain, and France would occupy the three western zones, and the Soviet Union would occupy the eastern zone. Stalin promised that free elections would be held in all the nations that his armies held.

Europe Divided. Stalin did not keep his promise. Shortly after Stalin's forces drove the German Nazis from eastern Europe, the Soviets set up communist governments in Poland and Romania. Soviet leaders wanted to

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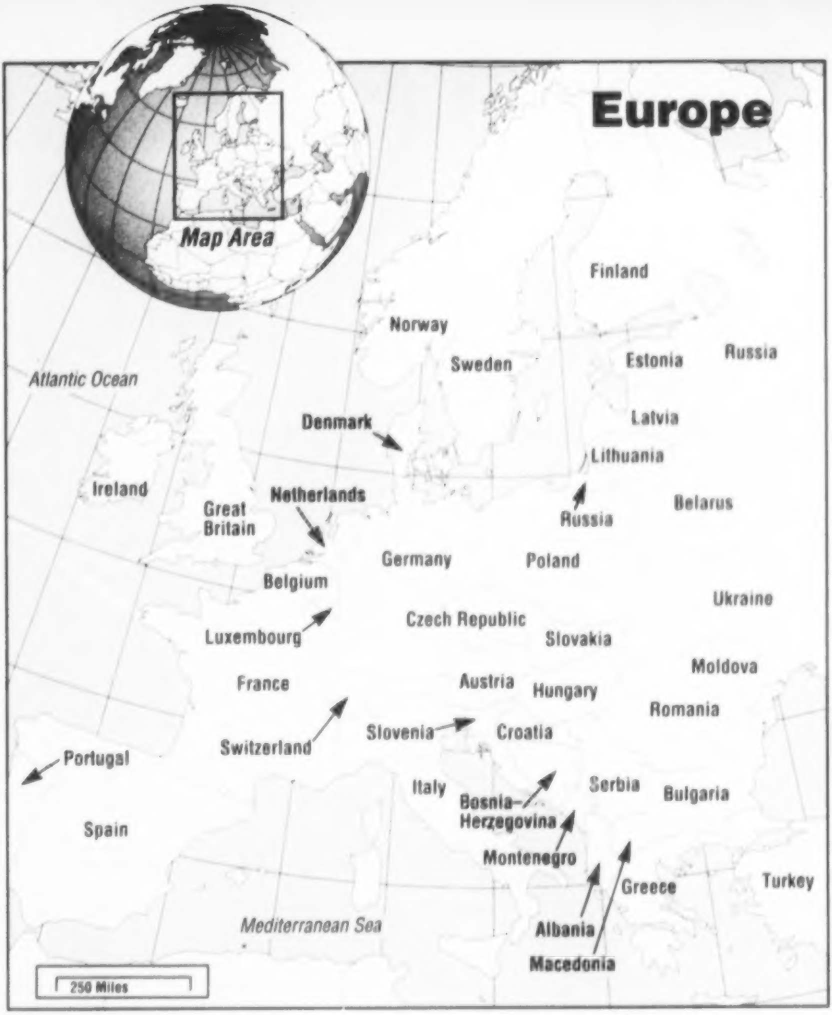
British Prime Minister Winston Churchill, U.S. President Franklin Roosevelt, and Soviet General Secretary Joseph Stalin at Yalta in 1945. (National Archives)


Europe
Map Area
Atlantic Ocean
Ireland
Great Britain
Norway
Sweden
Finland
Estonia
Russia
Latvia
Lithuania
Denmark
Netherlands
Russia
Belarus
Germany
Poland
Belgium
Ukraine
Luxembourg
Czech Republic
Slovakia
Moldova
France
Austria
Hungary
Romania
Slovenia
Croatia
Switzerland
Portugal
Italy
Serbia
Bulgaria
Bosnia–Herzegovina
Spain
Montenegro
Greece
Turkey
Albania
Mediterranean Sea
Macedonia
250 Miles

control an area of land, called a "buffer zone," that would separate Germany from the Soviet Union. The buffer zone was set up because the Soviets had been attacked by the Germans twice between 1914 and 1940 and did not want to be invaded again. Shortly afterward, the Soviets made Hungary and Bulgaria communist countries. Communist governments in Yugoslavia and Albania soon followed.

Germany became a divided nation in 1945. The United States, Great Britain, and France controlled the western

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part of Germany and kept troops in West Berlin. Berlin was located 120 miles inside Soviet-controlled East Germany. In 1948, a government establishing the Federal Republic of Germany was formed in West Germany. Another government setting up the German Democratic Republic was formed in East Germany. Germany became two nations—democratic West Germany and communist East Germany. The continent of Europe was divided between communist East and democratic West.

The United States and Western Europe

The Marshall Plan and NATO. World War II left Europe in ruin and in poverty. The United States started an aid program called the Marshall Plan to give billions of dollars to help rebuild western Europe. U.S. officials believed that a strong European economy would help prevent many of the region's past problems from happening again.

A military alliance, the North Atlantic Treaty Organization (NATO), was established in 1949 to help stop any attack by the Soviet Union against western Europe. All countries that belong to NATO provide soldiers and money to help the organization function. The commander of NATO forces has always been from the United States. Sixteen nations belong to NATO—Belgium, Canada, Denmark, France, Germany, Greece, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, Spain, Turkey, the United Kingdom, and the United States.

The Warsaw Pact. In 1955, the Soviet Union and its east European allies—Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, and Romania—formed an organization like NATO called the Warsaw Pact. NATO and the Warsaw Pact faced each other with thousands of troops, tanks, and combat aircraft in Europe and aimed nuclear missiles at each other for more than thirty years.

For fourteen years, Socialist Party leader François Mitterand was the president of France. However, in 1995 voters chose a Conservative Party candidate, Jacques Chirac (pictured here), as their next president. He promised to cut unemployment in France.

(AP/Jerome Delay)

Since the fall of communism in the Soviet Union and eastern Europe, the United States has decreased the number of troops, tanks, and combat aircraft in Europe. The United States and Russia have also lowered the number of nuclear missiles they have. Some eastern European nations, including Russia, Poland, Slovakia, the Czech Republic, and Hungary, have joined NATO as "partners" but they are not full members yet.

The European Economic Community. In 1957, twelve nations of western Europe formed the European Economic Community. This group is now called the European Community, or EC. In some ways, current EC members—Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, and the United Kingdom—operate as though they were one country. Members of the EC try to plan their economies to work with and help one another. They also work to make Europe's economy strong against other world economies. In addition, the EC established trade rules and policies for its members. Many economists believe that EC policies helped create the major economic growth that western Europe enjoyed during the 1950s and 1960s.

European Unification. In 1985, EC leaders decided to create a single European market where money, people, and goods could cross borders freely. This market would be the world's largest and wealthiest free-trade market and, many hoped, would improve the continent's economy. In January 1992, European leaders signed the Maastricht Treaty. The agreement created plans for a single **currency** that all members would use and for cooperation when setting foreign and defense policies.

However, unifying Europe has been difficult. Economic problems across the continent made many Europeans rethink the idea of combining the economies of all of the EC nations. France and Great Britain did not want to let a European organization have any control over their governments. After months of debate, the Maastricht Treaty was finally approved by all twelve member nations and "European Unity" went into effect on November 1, 1993. However, many experts believe that as long as high unemployment and social unrest remain, Europe may never be truly unified.

currency—*a system of money*

ATM's
← English →
← Español →
← Francais
русский →
Automated Banking
Automated Banking
Automated Banking
Automated Banking

As part of the Maastricht Treaty, European countries agreed to use the same currency. In 1999, some European countries—including France and Germany—will stop using the franc and the mark. Instead, they will use the new money, which might be called the "euro."

(AP/Wide World Photos)

Europe's Unemployment Problem

Many European citizens in Spain, France, and Germany cannot find jobs. Almost one out of every four workers in Spain is unemployed. In France, more than 10 percent of workers are unemployed. The growth of jobs has slowed, in part because of the high cost of health care and other benefits. In 1995, French leaders told workers that the government needed to raise taxes. Government officials told the railway workers that they would have to work two and a half years longer before they could retire. The French railway workers went on strike for three weeks. The strike stopped workers from going to Paris in trains and buses. French people had to walk or ride bikes to work. Yet, most French people supported the railway workers.

Western Europe and U.S. Economic Policies. In 1993, the United States and the European Community negotiated a new trade agreement. This new pact was part of a larger trade plan called the General Agreement on Tariffs and Trade (GATT). Under GATT, about 120 member nations have agreed to work for freer trade around the world and create a new international body that would settle trade disputes among them. This new body is called the World Trade Organization (WTO). The new GATT accord is expected to add about $500 billion to the world's economy by 2000. The United States and the EC believe this agreement will end the continuing recession in Europe and help the world and U.S. economies as well.

The economies of the United States and Europe have always been closely tied. Billions of dollars worth of goods are shipped across the Atlantic Ocean in both directions each year. Europeans have often described their relationship to the American economy by saying, "When the United States has a cold, western Europe gets pneumonia." This close relationship causes many Europeans to pay a lot of attention to the strength of the U.S. dollar and the U.S. budget and trade deficits.

Changes in Eastern Europe

The Fall of Communism. In 1989 and 1990, the Soviet Union allowed its east European allies Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia to end communist rule and hold democratic elections. The changes brought food shortages, high inflation, and high unemployment to these new democracies. Eastern European leaders have asked the United States, western Europe, and the United Nations for money to help them establish stable democratic governments and thriving market economies so they can catch up to the west.

Germany Reunites. When East Germany ended communist rule, many Europeans and Americans wondered if West Germany and East Germany would get back together. The economies of the two countries were joined in July 1990, when East Germany adopted West Germany's currency. Political union followed on October 3, 1990: Germany once again became one nation.

In 1990, many U.S. officials predicted that a reunited Germany would become an economic superpower. The German government has spent billions of dollars in the eastern part of the country, trying to bring the economy of the former communist region up to that of the rest of Germany. Rising inflation and unemployment and declining productivity have slowed Germany's recovery as Europe's economic leader. Many economists say that Europe will not see an end to its economic problems until Germany recovers fully.

The Rise of Nationalism. Since the end of the Cold War, eastern Europe has seen nationalism grow. **Nationalism** has been a big part in most important world conflicts in the twentieth century.

nationalism—*extreme devotion or love for their country by a group of people with a common background*

On November 21, 1995, Serbian President Slobodan Milosevic (left), Bosnian President Alija Izetbegovic (center), and Croatian President Franjo Tudjman initialed the peace agreement in Dayton, Ohio. (AP/David Longstreath)

In 1991, Yugoslavia was torn apart by ethnic hatred and nationalism. Yugoslavia become a country after World War II by joining six formerly independent republics: Bosnia-Herzegovina, Croatia, Macedonia, Montenegro, Serbia, and Slovenia. In this part of Europe, people of different ethnic groups rarely got along well, especially the Serbs and Croats. However, strict communist rule in Yugoslavia kept the ethnic groups from fighting for forty years.

When Soviet control over eastern Europe ended in 1990, Serbia, the largest and most militarily powerful of the Yugoslav republics, wanted to bring the other Yugoslav territories under Serb leadership. In June 1991, Croatia declared its independence from Yugoslavia. Serb troops went into Croatia to stop the move, but Croatia won independence after a bloody war. Soon the heavily Muslim republic of Bosnia-Herzegovina followed Croatia and declared independence. The Serb minority that lived in Bosnia began fighting the Muslims because they wanted to create their own Serb-controlled country within Bosnia. From 1992 through 1995, the conflict between Serbs, Muslims, and Croats turned much of Bosnia into a war zone. Reports of shocking human rights abuses were common. Serbs and Croats were accused of "ethnic cleansing"—murdering Muslim men, women, and children or forcing them to leave their homes. Once world leaders realized that the war could spill over into other eastern European countries, they worked harder to end the conflict. In 1995, leaders agreed to a peace treaty for Bosnia. As part of a NATO force, in December 1995 the United States sent 20,000 troops to Bosnia to help keep peace.

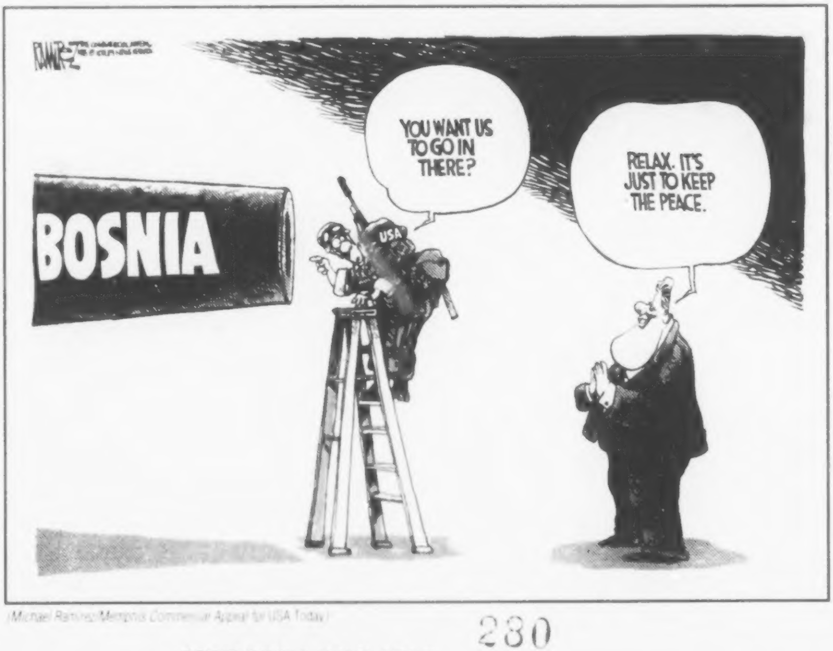
Current Issues

U.S. Troops in Bosnia. When civil war broke out in the former Yugoslavia in 1991, neither the United States nor its European allies knew how to respond. Many attempts at peace failed. But in 1995, two important events happened in Bosnia. First, the Croatian army took back some land that the Serbs had taken. Second, NATO warplanes attacked Bosnian Serbs with bombs. These attacks forced the Serbs to talk about making peace with other leaders.

The presidents of Serbia, Croatia, and Bosnia are Slobodan Milosevic, Franco Tudjman, and Alija Izetbegovic. These three men came to Dayton, Ohio, to discuss peace in late 1995. U.S. Secretary of State Warren Christopher wanted the leaders to agree to a treaty before they left the talks. The agreement gives 49 percent of the land in Bosnia to the Serbs. Croats and Muslims will control 51 percent of the land in Bosnia. The capital, Sarajevo, will be in the Muslim and Croat part of Bosnia. A new constitution will be written. People who committed war crimes, including "ethnic cleansing," will be investigated and punished if found guilty. The United States sent 20,000 troops for one year to help carry out the peace. U.S. troops joined 40,000 other troops from several NATO countries.

Some Americans wonder if the United States has a national interest or a good reason for sending soldiers to Bosnia. Critics think it is not in America's national interest is to get involved in Bosnia. These Americans point out that many U.S. soldiers could die in Bosnia and argue that the United States should not get involved in a small, faraway country. They say that Bosnia is a European problem. Some citizens do not want to pay the $1.5 billion dollars it will cost to send U.S. soldiers to Bosnia. Lastly, some experts are worried because the United States could have trouble getting its soldiers out of Bosnia when it is time to leave.

However, other Americans believe that their country does have a strong national interest in Bosnia. They point out that the conflict in Bosnia could easily spread to other European countries, and because these coun-


BOSNIA
USA
YOU WANT US TO GO IN THERE?
RELAX. IT'S JUST TO KEEP THE PEACE.

(Michael Ramirez/Memphis Commercial Appeal for USA Today)

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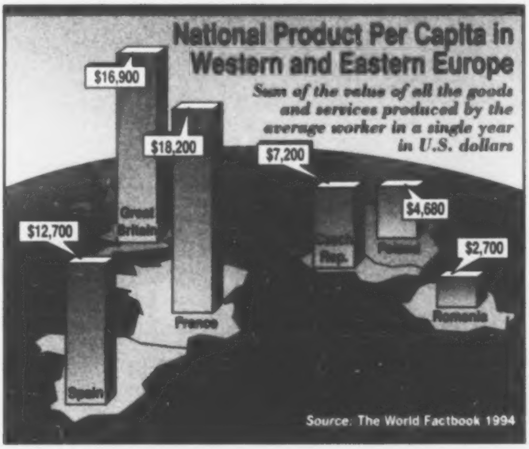
tries are important economic partners, the United States should make sure that Europe is stable. Some experts believe that NATO could not deal with this conflict without strong U.S. help; they also say that the United States needs to keep NATO strong. Finally, some Americans believe that Europe needs America's help in keeping the peace. Supporters point out that people in the former Yugoslavia have suffered enough. They argue that the United States has already waited too long to help the victims of war in the former Yugoslavia.

Aid to Eastern Europe. When the countries of eastern Europe ended communist rule to become democratic, their economies were in ruins. Factories were old and productivity was low. Eastern European economies were years behind those of the West. Because of this, eastern Europeans often faced high inflation, high unemployment, and shortages of supplies.

Some U.S. officials believe the United States should give economic aid to help those countries set up sound economic systems and stable governments. They say that the United States should help rebuild the economies of eastern Europe, just as it helped rebuild western Europe after World War II. Supporters of U.S. aid to the

Turning to capitalism has not been easy for eastern European countries. Their economies still lag far behind the economies of western European countries.



Source: The World Factbook 1994

former communist nations want to send money from the United States to help those countries. This money will reduce their debts and encourage investment by U.S. businesses. The United States gave $359 million in aid to eastern Europe in 1994; Poland received one-fifth of this. Some members of Congress say that more aid is needed. They believe that U.S. aid will help these countries bring about the economic reforms that will make their people richer so they will buy more U.S. goods.

Other Americans think that the United States should not give much foreign aid to eastern Europe. They say that the U.S. government cannot afford to send aid when the United States has its own economic problems and a big budget deficit. Some opponents of aid to eastern Europe argue that the world's neediest nations in Asia, Africa, and Latin America and important allies of the United States in the Middle East will lose aid if it instead goes to eastern Europe. Other U.S. policymakers say that the United States should not give aid until these new eastern European democracies have proven that they can reform their governments and economies.

Outlook

Most Americans want to see a prosperous and peaceful Europe. The success or failure of U.S. soldiers in Bosnia will likely shape future U.S. foreign policy. If the mission succeeds, the United States may go on similar peacekeeping missions. If it fails, the United States may show more caution in future foreign conflicts around the world. Events in Bosnia may also redefine NATO's role in Europe. After the Cold War, many experts ask why NATO still exists. If NATO fails in Bosnia, the United States may choose between acting alone or ignoring future global conflicts.

The Debate

Europe

The United States Has a National Interest in Bosnia.

PRO

The United States needs to make sure that there is peace in Bosnia. Otherwise, war could break out again, and could spread to other European countries. Then, the political stability could cause economic unrest and United States might lose an important economic partner. NATO will lose power if U.S. soldiers do not enforce the peace. The people of Bosnia have suffered too much already.

CON

There is no reason why American soldiers should be in Bosnia, because the war there is a European problem. Because of the big budget deficit at home, the U.S. government cannot afford to spend $1.5 billion to send soldiers. Lastly, the United States does not know when U.S. soldiers will be able to leave the country. The United States could become involved in Bosnia for many years.

The United States Should Send Aid to Eastern European Countries.

PRO

Money from the United States can help the eastern Europeans improve their new market economies. If economic aid accomplishes this goal, the United States would have new trading partners and would be able to stop worrying about the return of hostile governments.

CON

Sending aid to eastern Europe will mean reducing aid to the world's neediest nations. Reform in eastern Europe is moving slowly. Before it sends aid, the U.S. government should be sure that the region makes progress in promoting democracy and free-market economies.

Latin America

Latin America is made up of countries in the **Western Hemisphere** south of the United States. These countries cover a large land area between the Atlantic and Pacific Oceans. Latin America is made up of three regions: Mexico and Central America, South America, and the Caribbean. The United States has a great deal of interest in what happens in Latin America.

For hundreds of years, **dictators** ruled many Latin American countries. These nations had weak economies and much poverty. However, today, Latin America is making economic and democratic progress. Many nations have held free elections and are building economic ties to outside countries, including the United States. U.S. leaders believe that U.S.-Latin American economic cooperation will be good for the peoples of both regions. Therefore, the United States wants Latin America to become democratic and an economically prosperous part of the world.

Nevertheless, many problems remain in Latin America. Poverty still exists, and Cuba is still ruled by a dictatorship. U.S. leaders believe that Latin America must be completely free from such rulers to make life better for the people who live there.

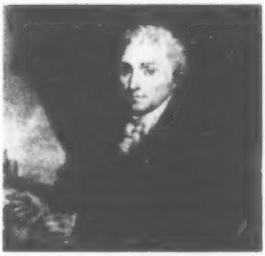
Western Hemisphere—*the half of Earth made up of North and South America and the Caribbean*

dictator—*a person who has absolute power and who often rules harshly*

Background

History of Latin America

Early Civilizations. Advanced civilizations developed in Latin America long before European explorers such as Christopher Columbus sailed to the region in the fifteenth century. For example, from 1500 B.C. to 1200 A.D., the Mayan civilization grew strong in Mexico and parts of Central America. The Incas developed an advanced culture in parts of South America that lasted for 500 years (1000 A.D.-1500 A.D.). In the 1400s, the Aztecs built an empire in Mexico by conquering other native peoples. These three groups are famous because they knew a lot about architecture, mathematics, and science.



In 1823, President James Monroe announced that the United States would not allow European countries to establish colonies in the Americas or to intervene in the affairs of the Americas. This pronouncement, known as the Monroe Doctrine, showed that the United States would defend American interests in Latin America.

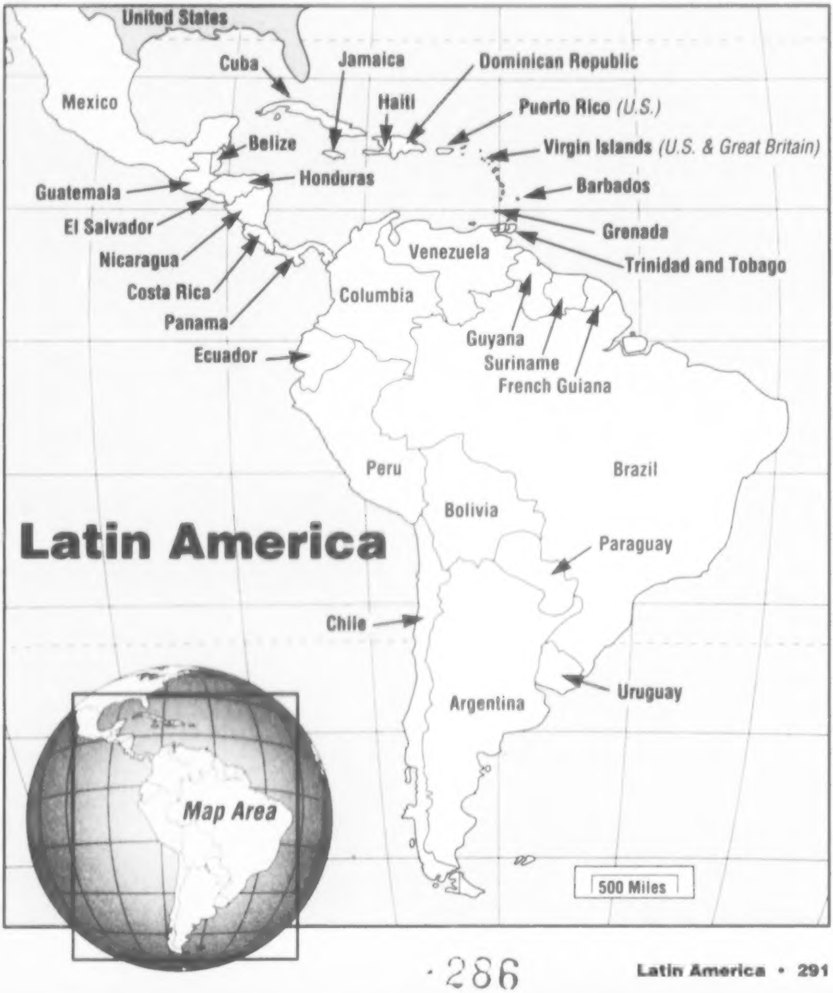
(National Portrait Gallery, Smithsonian Institution/Art Resource, N.Y.)

European Explorers. More than 500 years ago, European explorers began to sail to Latin America, part of the "New World." In 1492, Christopher Columbus traveled from Spain to the Americas. His voyage was the first of many trips made by explorers from Spain, Portugal, England, France, and Holland. These explorers came to Latin America to claim land for their countries and find great riches, including gold and silver.

Before these European countries could send **settlers** to the New World, their armies had to conquer the Aztecs, Mayans, Incas, and other native tribes. After these native peoples were defeated, Spain and Portugal settled most of Latin America and built colonies. A colony is a territory controlled by a more powerful nation. Rich landowners and military rulers moved to and controlled these colonies, while the native people worked for the wealthy and held little political power.

In the early 1800s, after hundreds of years of European rule, many Latin American colonies rebelled. Venezuela, Argentina, Chile, Peru, and Ecuador all broke away from Spain. Brazil won independence from Portugal. Haiti, a small Caribbean island nation, won freedom from France.

settlers—*people who come to build homes in an area*


United States
Cuba
Jamaica
Dominican Republic
Mexico
Haiti
Puerto Rico (U.S.)
Belize
Virgin Islands (U.S. & Great Britain)
Guatemala
Honduras
Barbados
El Salvador
Grenada
Nicaragua
Venezuela
Trinidad and Tobago
Costa Rica
Columbia
Panama
Guyana
Ecuador
Suriname
French Guiana
Peru
Brazil
Bolivia
Latin America
Paraguay
Chile
Uruguay
Argentina
Map Area
500 Miles

Latin America in the Twentieth Century. After winning independence, Latin American countries struggled for democracy and an improved life for their people. Although many nations no longer had European rulers, they still had to live under military dictators, who ruled most of Latin America well into the twentieth century. But in the 1980s and 1990s, more and more Latin American countries started democratic governments. Today, most Latin Americans can vote to choose their leaders.

Partly because democracy has come to much of the region, Latin America's economies are also improving. Most Latin American nations have capitalistic economies. In a capitalist system, businesses are owned privately and are run for **profit.** However, many of these businesses and large land estates are owned by only a few wealthy people. Consequently, to spread the wealth more, some governments have **nationalized** some businesses to give more of the wealth to larger numbers of people. However, recently many Latin American governments have reversed nationalization and have given businesses back to private citizens.

- **profit**—*financial gain*
- **nationalize**—*to give control or ownership over to the national government*
- **revolution**—*the overthrow or replacement of a government or ruler*
- **constitution**—*a document defining a country's laws and type of government*
- **reforms**—*laws and policies to improve economic, social, and political conditions*

Mexico

Mexico's Background. Mexico lies between the United States and Central America. Mexico's northern border runs along the southern borders of California, Arizona, New Mexico, and Texas. Although Mexico is part of North America, it is more like its Latin American neighbors than it is the United States.

Modern Mexico was born from a **revolution** in 1911. In that year, military dictator Porfirio Díaz was overthrown by rebels. These rebels

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believed that Diaz was not doing enough for Mexico's poor workers. A new **constitution** was adopted in 1917 that gave rights to the workers, along with new health and social services.

Since the 1930s, Mexico has been a leader in social and economic change in Latin America. Unlike many of its southern neighbors, Mexico also has had a stable political system. Since 1929, one party, the Institutional Revolution Party (PRI), has controlled the national government. Carlos Salinas de Gortari, a U.S.-educated economist, was elected president in 1988. During his presidency, which ended in 1994, Salinas carried out economic and social **reforms** in Mexico. Mexico elected a new president, Ernesto Zedillo, in August 1994.

In 1994, Mexico elected Ernesto Zedillo as its president. Zedillo replaced Carlos Salinas.

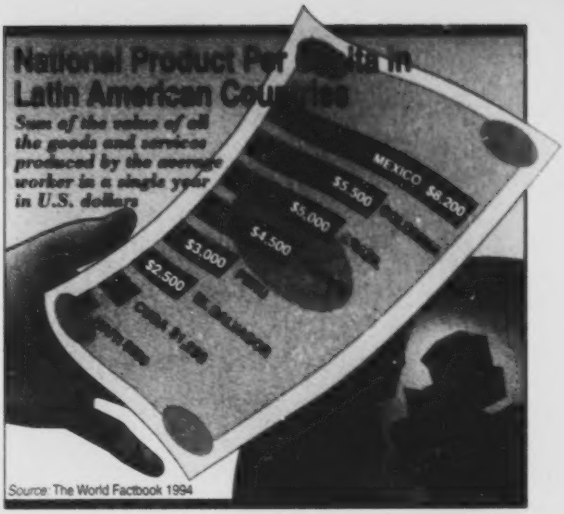
(AP Photo/Dario Lopez Mills)

U.S.-Mexican Relations. The United States and Mexico have had close relations for more than fifty years. The two countries share a 2,000-mile border, and Mexico is the United States' third-largest trading partner.

Trade. President Salinas worked hard to improve Mexico's economy. He believed that free trade with the United States was important to his country's economy. In 1990 and 1991, Salinas met with U.S. President George Bush and Canadian Prime Minister Brian Mulroney to write the North American Free Trade Agreement (NAFTA). NAFTA eliminates tariffs among the three countries. A tariff is a tax on goods sold by one country to another. The three leaders believed that free trade—trade without tariffs—would help the economies of the three North American countries.

In 1994 and 1995, Mexico's economy was in crisis. Mexico paid for much of its economic growth by borrowing money from other countries, including the United

Latin Americans hope that new democratic governments and more trade with the United States will cause their economies to improve.



Source: The World Factbook 1994

States. When Mexico was unable to repay its loans on time, the United States and other countries gave Mexico more than $50 billion in loan guarantees to steady and boost its debt-ridden economy. Since then, Mexico's economy has improved slightly.

Central America

Central America is a group of seven nations between Mexico and South America. They are Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama.

El Salvador. El Salvador won independence from Spain in 1821. El Salvador has a long history of revolution and violence.

In the 1980s, a civil war was fought in El Salvador. A civil war is an armed conflict between groups of citizens from the same country. El Salvador's civil war was caused by an old conflict between rich and poor people. For many years, El Salvador's economy was controlled by only the fourteen wealthiest families. These families owned 85 percent of the land, leaving little for the middle and lower classes. In 1979, military officers carried out a **coup** to take power away from these families and set up a government that would slowly break up the estates and give smaller pieces of land to farmers. However, many Salvadorans wanted this land reform policy to happen faster. Others were against the policy. Consequently, both sides held demonstrations and killed many people. A civil war broke out that lasted throughout the 1980s. In 1991, after twelve years of war and the deaths of 75,000 people, the opposing sides signed a peace agreement.

Nicaragua. Nicaragua is south of El Salvador. Like El Salvador, Nicaragua recently came out of a period of long, brutal civil war. Nicaragua's latest conflict was caused by a clash between antigovernment rebels called *contras* and the communist government led by Daniel Ortega and his Sandinistas.

The Sandinista government was closely tied to the Soviet Union and Cuba. U.S. President Ronald Reagan believed that a communist government in Central America was a threat to the U.S. national security. Therefore, the United States placed a **trade embargo** against Nicaragua. The United States also gave economic aid to the *contras*, believing they would establish democracy once they defeated the Sandinistas.

In 1990, President Ortega agreed to hold free elections if the *contras* disbanded. The United States supported reform candidate Violeta Chamorro. Chamorro defeated Ortega in the election and immediately set out to bring democratic change to Nicaragua. The United States has given economic aid to the Chamorro government.

coup—*the violent overthrow of a government, usually by a small group*

trade embargo—*a government order to stop trade with another country*

South America

South America is the fourth largest of the world's seven continents. South America is made up of thirteen nations with great geographic, climatic, and cultural differences. Spain and Portugal ruled the region until the 1830s, when most South American countries won independence.

For most of the twentieth century, political **elites**—mostly military officers—controlled the thirteen countries. Recently, democratic movements have brought free elections and free-market economic reform to the continent. However, poverty and political **corruption** are still widespread.

Colombia. Located in the northwest of South America, Colombia is the oldest democracy on the continent. However, the Colombian government has trouble controlling the country's powerful **drug cartels.** Colombia grows and manufactures 75 percent of the world's cocaine supply. Drug traffickers have great power and influence in Colombia and spread terror throughout the nation. These drug cartels have kidnapped and murdered judges, politicians, and journalists who oppose them. In 1993, Pablo Escobar, the leader of Colombia's most dangerous drug cartel, was shot to death by Colombian police after escaping from prison. Many believe that Escobar's death will slow the drug trade. Others think the Colombian drug trade will continue to prosper without Escobar.

In 1996, Colombian President Ernesto Samper was accused of taking money from a drug cartel. Many Colombians called for Samper's resignation.

Chile. Like many other South American countries, Chile was ruled by military dictators or military governments for years. In 1973, General Augusto Pinochet staged a military coup against Chile's elected socialist government. Although

- **elites**—*the members of society that are the most powerful*
- **corruption**—*the change from good to bad morals and actions*
- **drug cartel**—*a team of illegal drug producers, manufacturers, and sellers*

RENUNCIE
SAMPER

Here, Colombian citizens call for the resignation of President Ernesto Samper, who was accused of receiving funds from the Cali drug cartel. (AFP)

Pinochet's economic reforms improved Chile's economy, he ruled with a heavy hand. More than 1,000 Chileans disappeared and died during his regime. Many more were tortured.

In 1990, Pinochet gave up power to a democratically elected government. Current President Eduardo Frei has continued the free-market reforms introduced by Pinochet. He also is trying to punish those who committed human rights violations against Chilean people. Chile's economy has grown steadily, and talks are underway to make Chile the fourth partner in the North American Free Trade Agreement.

The Caribbean

The Caribbean region consists of a group of island nations that stretch from near the coast of Florida to the northern tip of South America. These small countries include Cuba, Haiti, the Dominican Republic, Grenada, Jamaica, and many others. The Caribbean population is made up of many different cultures and ethnic groups.

Over the years, the United States has worked to bring more democracy to the area. For example, for nearly thirty-five years, U.S. leaders have tried to bring down Cuba's communist government. In 1983, the United States invaded Grenada to prevent the island from being taken over by a communist leader. And in 1994, U.S.

Colombia and Peru grow and produce most of the world cocaine supply. At right, farmers sell coca leaves, which are used to make cocaine, in a Bolivian market.

(Rita Castelnuovo/NYT Pictures)

leaders sent troops to Haiti to restore Haiti's democratically elected president.

Cuba. Cuba is only ninety miles from Florida. It is the only remaining nation in Latin America with a military ruler, and is one of the few remaining communist governments in the world.

Cuba was almost like a U.S. colony until Fidel Castro came to power in 1959. He began a communist program of economic and social changes. Castro was anti-American and built strong ties with the Soviet Union. Cuba and the Soviet Union were close allies during the **Cold War.** This relationship made the United States worry about its **national security.**

In 1962, the United States learned that the Soviet Union was going to place nuclear weapons in Cuba. U.S. President John Kennedy told the Soviet government to remove the weapons, but the Soviets said that there were no such weapons in Cuba. After a tense week of negotiations and threats, the Soviet Union took the missiles away. Many experts believe that the Cuban missile crisis almost led to nuclear war between the two **superpowers.**

Cuba remained the Soviet Union's closest ally in Latin America for more than thirty years. When the Soviet

Union broke apart in 1991, Cuba lost its largest supplier of economic aid. With Soviet aid gone, Cuba's economy worsened. However, Castro has held on to power and is committed to keeping his country a communist state.

During the past thirty-five years, thousands of Cubans have fled to the United States. In August and September 1994, more than 25,000 Cubans attempted to sail to the United States on small boats. President Bill Clinton blocked entry and ordered all of the Cubans to U.S. military bases in the Caribbean. Castro promised to stop the flow of refugees if the U.S. government agreed to allow up to 20,000 Cubans to enter the United States legally each year. President Clinton accepted the offer and the two countries signed an agreement.

Cold War—*a period of tensions (late 1940s-1991) but no war between the United States and the Soviet Union*

national security—*a nation's state of being secure from outside danger*

superpower—*a powerful nation; generally used to describe the United States and the Soviet Union during the Cold War*

Haiti. Haiti, a former French colony, is the poorest country in the Western Hemisphere. Throughout most of its history as an independent nation, Haiti has been governed by dictators. François "Papa Doc" Duvalier ruled Haiti from the 1950s to the 1970s. His son, Jean Claude "Baby Doc," took over in 1980 but was thrown out of power in 1986. With the collapse of the Duvalier government, many people hoped that Haiti would become a democracy.

Democracy did come to Haiti, but only for a short time. In 1990, Jean-Bertrand Aristide became Haiti's first democratically elected leader. But in September 1991, Aristide was overthrown by the Haitian military and fled to the United States. In 1993 and 1994, the United States and the United Nations pressured Haiti's military leaders to step down and allow Aristide to return to power. When the military refused to back down, the United States

As part of a United Nations peacekeeping force, U.S. soldiers helped guarantee the peaceful return of democratically elected President Jean-Bertrand Aristide to Haiti. By February 1996, all U.S. troops had departed, leaving behind only a small UN force. (AFP)

threatened to invade Haiti and forcefully place Aristide back into power. In September 1994, with a U.S. invasion certain, Haiti's military leaders stepped down and allowed Aristide to return as president of Haiti. In February 1996, Aristide left office to make way for another democratically elected leader, René Préval, as U.S. troops came home from Haiti.

U.S. Foreign Policy in Latin America

Economic Aid. Fidel Castro's takeover of Cuba in 1959 shocked the United States. For many years, American business and government leaders had great influence in Cuba and other parts of Latin America. Suddenly, the communist takeover of Cuba ended U.S. influence in Cuba.

To stop the advance of communism in Latin America, the United States gave economic and military aid to countries in the region, particularly in Central America. U.S. leaders hoped that the aid would help needy people and encourage them not to support communist politicians.

In the 1960s, President Kennedy created the Alliance for Progress. Alliance for Progress was a program that gave money to Latin America for roads, schools, hospitals, and water projects. The aid was often mismanaged and did not end social and economic inequalities in Latin America.

In 1982, the U.S. Congress approved a new economic plan called the Caribbean Basin Initiative. This plan gave large amounts of aid to the countries of the Caribbean and Central America. In addition, U.S. businesses were encouraged to invest in the region.

North American Free Trade. In 1992, U.S. President George Bush, Canadian Prime Minister Brian Mulroney, and Mexican President Carlos Salinas negotiated the North American Free Trade Agreement (NAFTA). The historic agreement eliminated tariffs on most U.S. industrial and agricultural exports to Mexico. NAFTA also lowered tariffs for automobiles, agricultural products, and foreign investment. Supporters believe the agreement will help the economies of the three member nations. Critics of NAFTA worry that U.S. workers in certain industries will lose their jobs to low-wage international competition. Others worry that Mexico's poor enforcement of laws protecting the environment will increase pollution.

Current Issues

U.S. Relations with Cuba. The 1959 Cuban revolution brought an anti-American communist government to power under Fidel Castro. The United States imposed an economic embargo on Cuba to try to ruin its economy. However, trade and economic support from the Soviet Union and eastern Europe helped Castro's government survive.

The U.S. embargo against Cuba remained throughout the Cold War. However, the end of the Cold War and the breakup of the Soviet Union brought an end to Soviet economic aid to Cuba. Cuba's economy soon began to get worse. The U.S. embargo has forced Cuban factories to close because they cannot get fuel. Food and medicine are also in short supply.

Many Americans now think that the United States should lift the embargo on Cuba. They argue that the embargo hurts the Cuban people more than it hurts Castro. Some also say that ending the embargo would promote capitalism in Cuba and bring about political and economic reform.

Other Americans believe, however, that the United States must keep economic pressure on Castro. They argue that his government will collapse because of the hardship the embargo is causing. Some experts say that Castro no longer has the money to pay for his military, which he uses to control the Cuban people. Opponents of lifting the embargo argue that opening up economic activity in Cuba will allow the Castro regime to rebuild its army and stay in power. They point to Cuba's shooting down of two U.S. civilian planes in February 1996 as a sign that Cuba is still an enemy of the United States.

Free Trade in Latin America. In the late 1980s, most Latin American economies were poor. There was almost no free trade between the region and the rest of the world because Latin American governments had placed high tariffs on imports. Then in the early 1990s, as much of Latin America moved toward democracy, its nations began to lower tariffs and negotiate trade agreements, and their economies began to improve.

As Latin American economies continue to move toward free trade, some U.S policymakers would like to set up a U.S.-Latin America free-trade region similar to the one created by NAFTA. Supporters of such a free-trade zone believe it would increase economic and political cooperation between the United States and Latin America. They say that free trade in the hemisphere would provide huge markets for U.S. companies and create many jobs in the United States. Many observers believe that economic cooperation would lead to greater teamwork on other problems, including **drug trafficking** and pollution.

However, other Americans fear a U.S.-Latin America free-trade zone just as they feared NAFTA. Most labor unions in the United States believe trade agreements with less developed nations will cause U.S. companies to move their factories to those nations so they can pay lower wages. The end result, these critics say, would cause many Americans to lose their jobs. Opponents of free trade also argue that the United States should not make such agreements with nations that have poor human rights records. They point to Chile, Peru, and Brazil as countries that still put political opponents in prison and restrict the press. Until these nations become more democratic, many Americans believe, the United States should not allow them to profit from free trade.

Fidel Castro, leader of Cuba since 1959, still holds on to power. Cuba's economy has been hurt deeply by the loss of Soviet aid and the effects of the U.S. economic embargo. *(AP Photo/Greg Baker)*

Outlook

In the past, U.S. involvement in Latin America focused on keeping communism out of the region. Today, the U.S.-Latin America relationship is more economic than strategic. Many people expect to see more U.S.-Latin America trade agreements in coming years. However, Latin America's democratic governments and free-market economies are not all secure. A dictator still rules in Cuba and democracy in Haiti remains uncertain. President Bill Clinton believes that the United States must play a major role in Latin America to improve the region's economy and democratic government.

drug trafficking—*the business of illegally buying and selling drugs*

The Debate

Latin America

The United States Should Lift the Economic Embargo Against Cuba.

PRO	CON
During the Cold War, the economic embargo on Cuba reduced the benefits Cuba received from Soviet aid. Now that the Cold War is over, there is no reason to keep the embargo because the Cuban people, not Fidel Castro, are suffering. So, it is better to lift the embargo and allow the people to promote capitalism and build a better life. Economic reforms would lead to democratic reforms.	The embargo on Cuba should remain as long as Fidel Castro holds power. His military has been weakened because his government no longer has the money for weapons. If the embargo were lifted, Castro would be able to rearm his army and continue oppressing his people. Therefore, the United States must keep economic pressure on Castro. Social unrest will finally bring Castro down.

The United States and Latin America Should Establish a Free-Trade Zone in the Western Hemisphere.

PRO	CON
The United States and Latin America should work together to bring free trade to the region. Latin America could be a huge market for U.S. products. Free trade would improve Latin American economies and help democracy grow. NAFTA has already helped Mexico and the United States and would do the same for the rest of Latin America.	A U.S.-Latin America free-trade zone would cause many U.S. companies to move their factories to Latin America so they could hire cheap labor. Many have already moved to Mexico. Furthermore, the United States should never extend free trade to any country with a poor human rights record or weak environmental laws.

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The Middle East

The Middle East is the region where Africa, Asia, and Europe meet. This region has a long and interesting history, going back to the ancient civilizations of Egypt and the "fertile crescent" in what is now Iraq. In addition to native groups, many other peoples traveled through the Middle East where they met, traded, and sometimes ruled. Therefore, Middle Eastern people come from many races, cultures, and religions.

Christianity, Islam, and Judaism, three of the world's major religions, began in the Middle East. Religious beliefs are important to Middle Eastern people. Followers of all three faiths believe that the city of Jerusalem, in present-day Israel, is **sacred.**

Today's conflicts in the Middle East are mainly between Jews and Arabs, many of whom are Muslims. At different times in history, Jews and Arabs lived in Israel and controlled it. Both groups want to govern that land today. Before 1948, the area was named Palestine, and its people were mostly Muslim Arabs, called Palestinians. When Jews created the state of Israel out of Palestine in 1948, many Palestinians left their homes. Since then, Arabs and Jews have fought five wars over the land.

The United States has been helping the two sides solve their differences. Yet some groups do not want to **compromise** and instead use violence to get their way. U.S. leaders hope those groups do not destroy chances for peace in the Middle East.

sacred—*holy*

compromise—*to settle differences by making a decision that is between two or more viewpoints*

Background

Countries and People of the Middle East

Israel. Modern Israel is rooted in Jewish history. Jews built a kingdom around Jerusalem between 1020 and 922 B.C. They also built their first temple there. That land was later overtaken by different **empires,** including the Babylonian and Roman Empires. The Romans renamed the area Palestine. By 70 B.C. most Jews had moved from Palestine to other regions. However, Jews believed that one day they would return to Israel and have their own country again.

For centuries, many Jews living outside Palestine were **persecuted.** In 1897, Jews began a movement to find a homeland so they would be free from such mistreatment. After World War I, an international organization called the **League of Nations** told Great Britain to govern Palestine. Palestine then included the present-day nation of Israel and most of what is now Jordan. Later the British government agreed to create a Jewish homeland out of part of Palestine. Tens of thousands of Jews soon began moving to Palestine to join other Jews whose families had remained there for centuries. Meanwhile, the Arabs who lived in Palestine became upset by the large numbers of Jewish immigrants. Moreover, these Palestinians did not like the British government ruling their land.

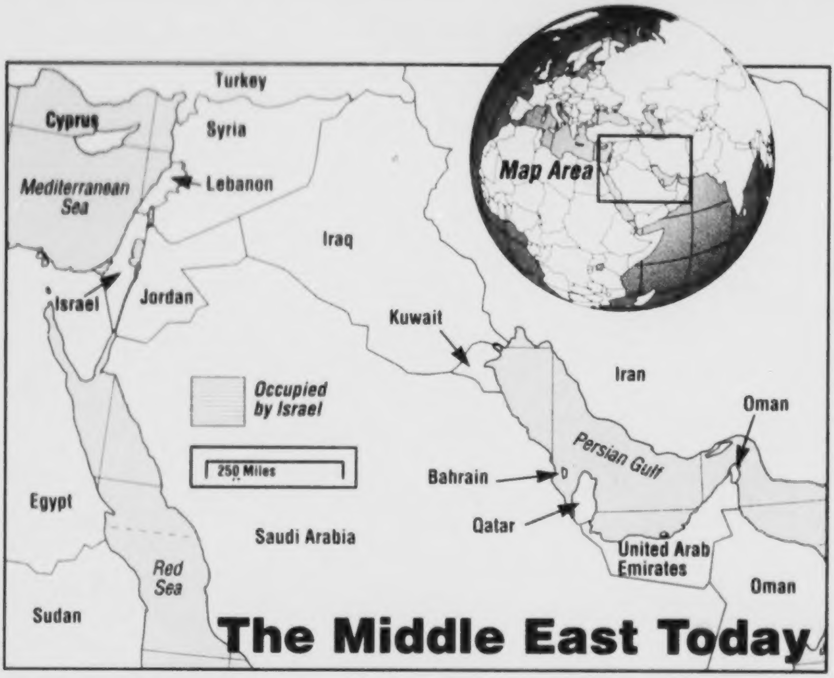
empire—*a political unit covering vast territory and many different peoples that is ruled by one leader*

persecute—*to mistreat one person or a group of people, usually because of their ethnic origin, religion, or other social grouping*

League of Nations—*an international organization created after World War I to help solve disputes among nations*

United Nations (UN)—*an international organization created in 1945 to help solve international problems*

recognize—*to accept formally a nation's independence and government*


Turkey
Cyprus
Syria
Mediterranean Sea
Lebanon
Map Area
Iraq
Israel
Jordan
Kuwait
Iran
Occupied by Israel
Oman
Persian Gulf
250 Miles
Bahrain
Egypt
Qatar
Saudi Arabia
United Arab Emirates
Red Sea
Oman
Sudan

The Middle East Today

During World War II, the German Nazis murdered millions of European Jews in the Holocaust. This caused the **United Nations (UN)** to decide that the Jews should have their own country. The United Nations wanted to separate Palestine into two sections—one for Palestinians and one for Jews. However, the Palestinians did not want to divide the country. But when British rule over Palestine ended, the Jews declared Israel an independent nation on May 14, 1948.

The United States was one of the first countries to officially **recognize** the new Israel. Americans supported Israel for three main reasons.

- Jews and Christians in the United States felt cultural and religious ties to Jews in Israel.
- The Holocaust made Americans feel a moral obligation to Jews and their well-being.
- The U.S. government believed that Israel's government would be democratic and an ally in the region.

Today the United States considers Israel its most reliable friend in the Middle East. The U.S. government gives Israel about $3 billion in foreign aid each year, and Israel has the strongest economy in the region.

The Palestinians. Palestinians are Arab peoples who lived in the area once called Palestine. When the Roman Empire took over ancient Israel and renamed it Palestine, many Jews left the Middle East. Arabs then outnumbered other groups in Palestine. The prophet Muhammad, the founder of Islam, lived in the Middle East around 600 A.D. By the 800s, most Arabs were Muslim in faith, including Palestinians. Today's Palestinians do not have their own country. In 1921, the British, who were governing the region, made the eastern two-thirds of Palestine a separate country, which became the kingdom of Jordan. After World War II, the western third of Palestine was divided between Egypt, Israel, and Jordan.

Jerusalem is a holy city to three of the world's religions. Shown here is the Dome of the Rock, marking the place where Muslims believe Muhammad went to heaven to speak with Allah (God). Near it is the Western Wall of the Second Temple of the Jews, dating from 70 A.D. Christians refer to Jerusalem and Israel as the "holy land."

(AP/Wide World Photos)

Palestinians, who had lived in the area for more than 1,000 years, were then left without a nation of their own.

Conflicts in the Middle East have affected about 6 million Palestinians. Many now live in different countries throughout the region. Some live in **refugee camps** in Jordan, Syria, and Lebanon. Others live in parts of the West Bank and the Gaza Strip.

In 1964, Palestinian leaders created the Palestine Liberation Organization (PLO) to help them form their own state. The leader of the PLO is Yassir Arafat. The PLO has used violence as well as discussion in its fight. In 1974, the United Nations allowed the PLO to become a nonvoting observer in UN meetings. Some Palestinians do not agree with the PLO's opinions, saying that the PLO does not speak for them.

Egypt. Egypt has more people than any other country in the Middle East. The modern Republic of Egypt began in 1952, when Colonel Gamal Abdel Nasser overthrew King Farouk. Nasser tried to bring Arab nations together to destroy Israel. His alliance was called the United Arab Republic (UAR). After Nasser died in 1970, Vice President Anwar el-Sadat became president. Sadat improved Egypt's relations with other countries. In 1978, Sadat became the first Arab leader to sign a peace agreement with Israel. Other Arab countries did not like Sadat's agreement with Israel and broke off relations with Egypt. In 1981, a group of Muslims **assassinated** Sadat. Vice President Muhammed Hosni Mubarak then became president.

Jordan. After World War I, Great Britain controlled Palestine. In 1921, Great Britain created a new region called Transjordan out of part of Palestine. It became an independent Arab country in 1946, ruled by a king. The king of Transjordan gained control of

refugee camps—*places where people who flee a nation are housed, usually temporarily*

assassinate—*to kill a political leader by a secret attack* land on the West Bank of the Jordan River and renamed the country Jordan. Since 1952, Jordan has been ruled by King Hussein. Most experts believe that over the years King Hussein has taken **moderate** decisions and actions in regional conflicts.

Syria. Syria became independent from France in 1946. In 1958, Syria united with Egypt to form the United Arab Republic (UAR). However, Egypt became more powerful than Syria in the new arrangement, and Syria left the UAR in 1961. Syria's government was then unstable until General Hafez al-Assad gained power in 1970. Assad, who is still president, improved Syria's relations with the United States by helping fight Iraq in the Persian Gulf War in 1991.

Lebanon. Lebanon was ruled by France until 1945. About 60 percent of Lebanon's people are Muslim and 40 percent are Christian. In the early 1970s, a civil war in Lebanon involved Christians, Muslims, the PLO, and Syrian "peacekeeping forces." Lebanon's long civil war ruined its economy and many of its cities. In 1982, Israel invaded southern Lebanon and took control of much of the Lebanese capital of Beirut. In 1989, groups from all sides in Lebanon agreed to share power. Since then, Lebanon has been quite peaceful, and its economy has improved.

Iran. People living in Iran are not Arabs. Their ancestors were Persians. Persians ruled most of the Middle East for more than 500 years B.C. Between 1945 and 1979, Shah

Timeline of Arab-Israeli Events

1020 B.C.	***586 B.C.***	***66-70 A.D.***	***570 A.D.***
Jewish tribes begin to build a kingdom around Jerusalem.	*First Jewish temple in Jerusalem is destroyed, and Jews begin to leave Palestine.*	*Jewish revolt against the Roman empire. The second Jewish temple is destroyed. By this time, most Jews have left Palestine. Arabs then become the majority.*	*Prophet Muhammad is born in Mecca, Saudi Arabia. He begins the religion of Islam.*

Mohammad Reza Pahlavi ruled Iran. While the shah was in power, Iran's oil industry grew, and he used that money to make his country more modern. In 1979, a group of strict Muslims called **religious fundamentalists** overthrew the shah and took control of Iran. They wanted to govern Iran according to the teachings of the Muslim holy book, the Koran. These Muslims were called Shi'ites. Their leader, Ayatollah Ruhollah Khomeini, became Iran's ruler. Khomeini disliked the United States for many reasons including U.S. support of the shah.

Ali Akbar Hashemi Rafsanjani became Iran's president in 1989 after Khomeini died. Rafsanjani has tried to open Iran's economy to Western investment. However, many experts worry that Iran's leaders want Iran to become a great military and religious power in the Middle East. Some observers think that Iranian leaders are even trying to build **nuclear weapons.**

Iraq. Iraq includes the area called the "fertile crescent" between the Tigris and Euphrates Rivers, where the earliest Western civilizations began. The current Iraqi president, Saddam Hussein, is not a military officer, but Iraq's army supports him. In a dispute over land in 1980, Iraq attacked Iran. That war lasted eight years. In 1990, Iraq's armies invaded a smaller neighbor, Kuwait. Saddam Hussein claimed that

moderate—*having views on particular issues that are not extreme*

religious fundmentalists—*people who believe in strict observance of their religious beliefs*

nuclear weapons—*very powerful bombs that use atomic energy*

632 A.D.	**800s A.D.**	**1890s**	**1930s-40s**
Muhammad dies and his teachings are recorded in the Muslim holy book, the Koran.	*Islam becomes the most popular religion among Middle Eastern people.*	*Jewish people outside Palestine begin a movement to create a homeland. Jews begin to return to Palestine by the thousands.*	*Millions of Jews in Europe are killed by Nazis during the Holocaust. Many nations then support creating a Jewish homeland.*

sanction—*a punishment for breaking international law*

Kuwait was producing too much oil and stealing from Iraq's oil fields. Consequently, the United States and twenty-seven other countries went to war together against Iraq in 1991, forcing Iraq to leave Kuwait. As part of the cease-fire agreement, Iraq was forbidden to sell oil to other countries.

Under pressure from other countries in November 1994, Saddam Hussein said he would recognize the government and border of Kuwait. In spite of severe economic problems, he remains in power. Some countries want to lift the ban on Iraq's oil exports, but U.S. officials do not. U.S. leaders think that if **sanctions** continue, Saddam Hussein may lose power in Iraq, and the country will become less of a problem.

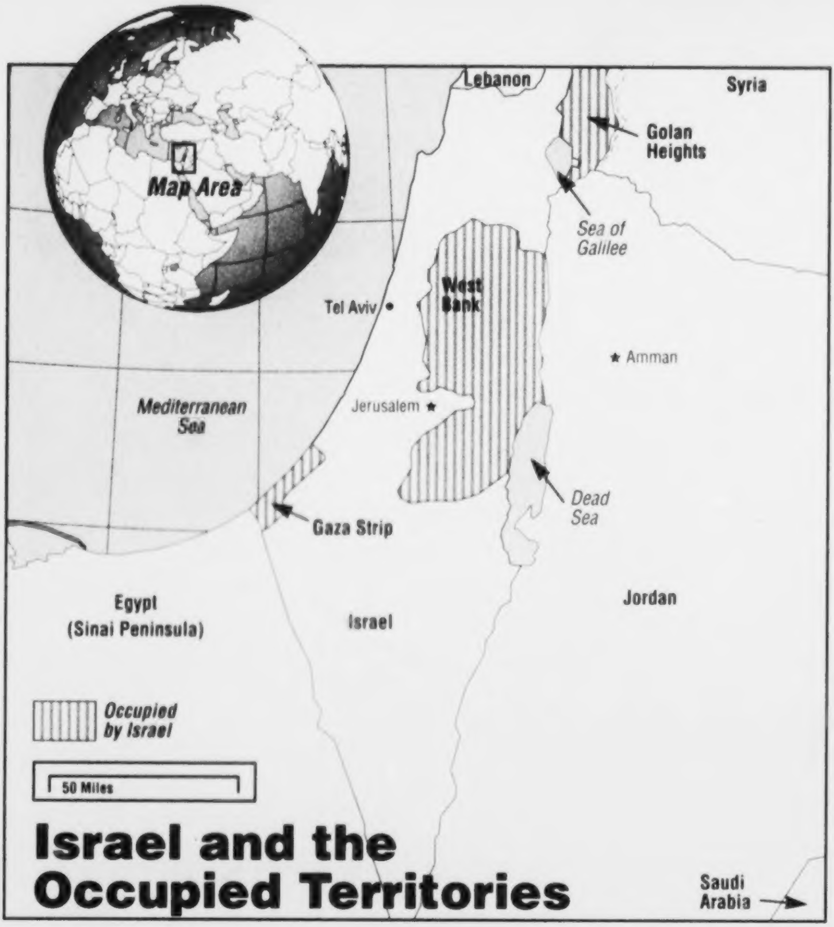
War in the Middle East

Creation of Israel (1948). The modern nation of Israel came from the 1947 United Nations partition plan. Under the UN plan, Palestine was to be divided into two countries—one for Arabs and one for Jews. After the Nazis in Germany killed millions of European Jews in the 1930s and 1940s, most nations agreed that the Jews should have a homeland to live in. Moreover, Jews believed that God had promised them that land centuries before, when they left ancient Israel.

While many Western countries supported the creation of Israel, Arab nations did not. Arab people and their

Timeline of Arab-Israeli Events (Continued)

1947-8	**May 14, 1948**	**May 15, 1948**	**1964**
The United Nations suggests splitting Palestine into two parts, one for Arabs and one for Jews. Arabs do not agree to the plan.	*Jews declare Israel an independent country.*	*First Arab-Israeli War begins. Israel gains most of the land that the United Nations planned to give to Palestinians.*	*The Palestine Liberation Organization (PLO) is created. Its goals are to destroy Israel and return the land to Palestinians.*


Map Area
Lebanon
Syria
Golan Heights
Sea of Galilee
West Bank
Tel Aviv
Amman
Jerusalem
Mediterranean Sea
Dead Sea
Gaza Strip
Egypt (Sinai Peninsula)
Israel
Jordan
Occupied by Israel
50 Miles
Saudi Arabia

Israel and the Occupied Territories

ancestors had lived in Palestine for more than ten centuries, and their land had suddenly been given to another group of people. Moreover, Jerusalem is important to the Islamic faith. Jerusalem is the site where Muslims believe their prophet Muhammad rose to heaven to speak

June 1967
The Six-Day War (Third Arab-Israeli War)—Israel wins land from Egypt, Syria, and Jordan.

1977-9
Israeli and Egyptian leaders agree and sign the Camp David Peace Accords.

October 1981
Egyptian President Anwar Sadat is assassinated.

1987
Palestinians riot in December to protest Israel's rule over their land. This begins the movement called the intifada.

with God. Therefore, many Arabs believe that Israel is an intruder that took away not only the Palestinian homeland, but also a holy site in their religion.

On May 15, 1948, the day after Israel was created, soldiers from Egypt, Transjordan, Syria, Lebanon, and Iraq attacked the new nation. The **cease-fire** lines at the end of that war became Israel's border. Later, four more Arab-Israeli wars broke out.

The most historic of these wars is the Six-Day War in 1967. Israeli leaders feared Egypt was preparing to attack their nation, so Israeli armies launched a surprise attack on June 5, 1967. They defeated Egypt, Syria, and Jordan. Israel gained a lot of territory during this war, including the following.

- the Gaza Strip
- the Golan Heights
- the West Bank of the Jordan River
- the eastern half of Jerusalem
- the Sinai Peninsula

Israel still controls these territories except for the Sinai Peninsula, which it gave back to Egypt in 1982. The Gaza Strip, the Golan Heights, and the West Bank are called the "Occupied Territories." Today mostly Palestinians live in these areas, but Israel has sent settlers to live in all three places. Violence often occurs in the Occupied Territories where Jews and Palestinians live closely together. Recently, Israel has given some power back to Palestinians in parts of the Occupied Territories.

Timeline of Arab-Israeli Events (Continued)

1993	**May 1994**	**October 1994**	**November 1995**	**January 1996**
Israel and the PLO sign a peace agreement.	*Israeli soldiers leave the Gaza Strip and the city of Jericho on the West Bank.*	*Jordan and Israel sign a peace agreement.*	*Israeli Prime Minister Yitzhak Rabin is assassinated.*	*Palestinians in parts of the occupied territories hold their first elections.*

UN Security Council Resolutions 242 and 338. In 1967, the United Nations Security Council passed **Resolution** 242, calling for an end to all war between Arabs and Israelis. It also called on Israel to remove its troops from all territories taken from the Arabs in the 1967 war. Moreover, Israel and the Arab states were told to respect one another's independence, boundaries, and rights to live in peace. Resolution 242 also called for a fair settlement of the Palestinian refugee problem. Resolution 338, passed in 1973, states that the hostile nations should pursue the goals of Resolution 242 through negotiations.

The wording of the two resolutions is unclear, and the words mean different things to different people. Because both sides mistrust one another, the resolutions have not worked as well as UN leaders planned.

Egyptian-Israeli Peace. On November 19, 1977, Egyptian President Anwar el-Sadat became the first Arab leader to visit Israel. Sadat's trip helped Egyptians and Israelis become more friendly to each other. In 1978, Sadat met with Israeli Prime Minister Menachem Begin and U.S. President Jimmy Carter. Then in 1979, the three leaders signed an Egyptian-Israeli peace treaty, called the Camp David Accords, which created diplomatic relations between the two countries. Additionally, Israel returned the Sinai Peninsula to Egypt, and Egypt let Israel use the Suez Canal.

Israeli-Palestinian Conflict. Since Israel became a nation in 1948, most Palestinians have left Israel and moved to neighboring Arab countries. Some Palestinians are tired of war and want to make peace with Israel. However, others have vowed to destroy Israel and create a country of their own in its place.

In December 1987, Palestinians began an **uprising**—known as the

cease-fire—*the agreement that ends the violence in a war*

resolution—*formal statement of opinion or action voted on by a political body, such as the United Nations* *intifada*—to protest the presence of Israeli soldiers in the West Bank and Gaza Strip. Palestinians wanted the Israelis to leave so Palestinians could build a homeland in these areas. The *intifada* ended in 1993 when the PLO and Israel signed a peace treaty.

Middle East Peace Talks

Israel and the PLO. In 1991 U.S. President George Bush and U.S. Secretary of State James Baker held several regional peace conferences to help solve disputes between Israelis and Arabs.

Bush and Baker hoped these meetings would resolve the disputes over the West Bank and Gaza Strip. But the two sides did not reach any agreements. Israel wanted to continue sending settlers to live in the West Bank and Gaza Strip. However, Israeli leaders said that they would give the Palestinians some control over those areas. But Palestinians wanted the Israelis to leave so they could have full control. At that time, the Palestinians did not accept Israel's offer of limited **self-rule.**

However, Yitzhak Rabin was elected Israeli prime minister in 1992, and he wanted a peace settlement. In

In December 1995, Israeli soldiers left the cities of Bethlehem, Nablus, and Ramallah on the West Bank. Palestinians now police those areas themselves. Shown here are Palestinians and new Palestinian policemen in Nablus who are happy about winning self-rule.

(Rina Castelnuovo/NYT Pictures)

September 1993, Israel and the PLO reached a historic agreement that many hoped would end fifty years of conflict. The accord called for the following.

- a five-year period of limited self-rule for Palestinians in the Occupied Territories
- the removal of Israeli soldiers from Palestinian areas of the West Bank

Experts said the 1993 agreement was the beginning of Middle East peace. Since then, Israeli soldiers have left the Gaza Strip. They have also left six cities and 400 towns in the West Bank. Palestinians now police those areas themselves. In January 1996, Palestinians in some parts of the Occupied Territories elected their own leaders. They chose Yassir Arafat as their president.

Terrorism Rages. Israel and the PLO have sometimes disagreed over how to carry out the peace plan. While changes came slowly, Israeli soldiers and Palestinians continued to fight. In addition, some extremist groups used **terrorism** to show their disagreement with the peace accord.

On February 25, 1994, a Jewish settler killed more than fifty Arabs who were worshipping in a mosque in the West Bank. Officials thought that this massacre was intended to harm the peace process. Some believed that the killings would hurt relations between Jewish settlers in the Occupied Territories and Palestinians.

Then in October 1994, more violence broke out—this time from Palestinians. A bomb exploded on a bus in the Israeli city of Tel Aviv, killing Israelis and Palestinians. Members of a Muslim group called Hamas said that they exploded the bomb. Terrorists exploded several more bombs on Israeli buses in 1996.

uprising—*an act of rebellion, usually involving violence*

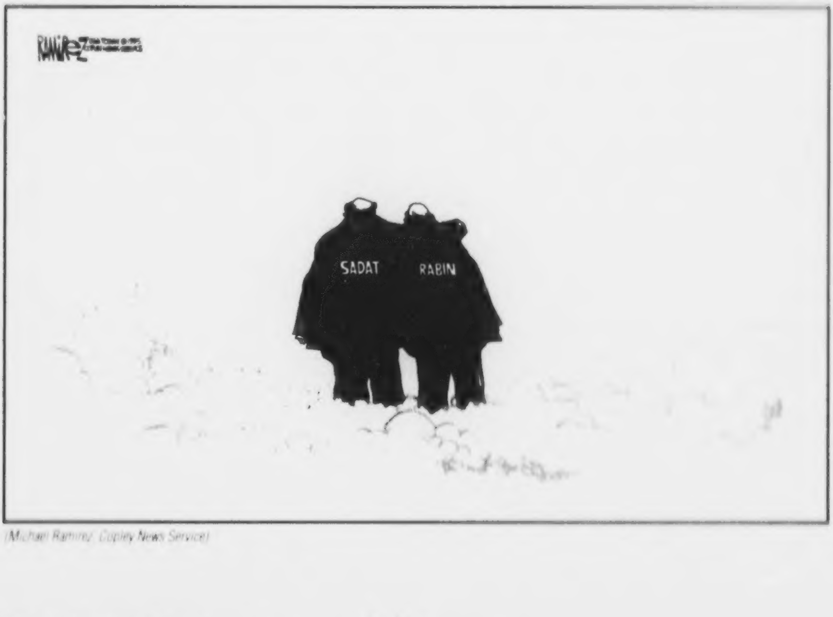
self-rule—*the ability to govern one's own group*

terrorism—*surprise attacks on people who are not part of the military, usually to make a political statement*

Sadly, in November 1995, Israel's Prime Minister Yitzhak Rabin was assassinated. Another Israeli admitted to killing Rabin because he opposed the prime minister's peace plans with Arabs. Experts thought that some Israeli groups criticized Rabin too much, and they may have indirectly caused his assassination.

Israel and Jordan. Before his death, Yitzhak Rabin signed another important peace treaty with leaders from Jordan in October 1994. The agreement ended a forty-six-year state of war between the two nations and included the following points.

- building two dams to share scarce water
- Israel's returning to Jordan 152 square miles of desert and farmland won in the 1948 Middle East war
- Israel's paying Jordan so that Israeli settlements and farms can stay on what is now Jordan's land



(Michael Ramirez, Copley News Service)

Current Issues

Creating a Homeland for Palestinians. After the assassination of Yitzhak Rabin, Shimon Peres became the acting prime minister for Israel. In late 1995, Peres continued to carry out the peace plan with Palestinians.

However, in May 1996, Israelis chose Benjamin Netanyahu over Peres to be their new prime minister. Netanyahu and his supporters are against many parts of the peace accord with the Palestinians. Therefore, the final outcome of the Israeli-Palestinian peace accord is uncertain.

Palestinian leaders think that they will one day have complete self-rule in the West Bank and Gaza Strip. The Palestinian leader, Yassir Arafat, believes the 1993 agreement is the beginning of full Palestinian statehood. But Israeli leaders have long opposed a Palestinian state. Israeli leaders think the Palestinians should form close ties with either Jordan or Israel rather than try to start their own nation.

Yet many Palestinians do not want to rely on another nation for their survival. Some Palestinians may continue to fight Israel if they cannot get total independence. Nevertheless, some experts point out that a separate Palestinian state on the West Bank and Gaza Strip would be weak. The area is small and has few natural resources. Palestinians may not be able to grow their own food, and the region may not have enough jobs to support an independent economy.

Israeli and Palestinian leaders hope to solve these disagreements by 1998. Many experts think that long-term peace between Israel and the Arab states depends on Palestinian statehood. They say that violence will continue as long as Israel does not allow a separate Palestinian homeland. Others believe that if Palestinians are given land of their own, they will join other Arabs and use the land to attack Israel.

In late 1995 and early 1996, leaders from Israel and Syria met in the United States to talk about the Golan Heights. Syria demands that Israel leave the Golan Heights completely. But Israeli settlers who live in the Golan Heights oppose a land-for-peace agreement with Syria. Shown here are Israeli tanks on the Golan Heights. (AP/Wide World Photos)

Israel and the Golan Heights. Another disagreement in the Middle East concerns Israel's control of the Golan Heights. Israel captured this land from Syria during the Six-Day War in 1967. Syria argues that Israel's holding the Golan Heights violates international law. It is illegal for nations to gain territory by military force. Therefore, Syrians think that they have the right to rule the area.

Israeli leaders argue that they need the Golan Heights to defend their country. Israel's military leaders say that the mountains of the Golan Heights overlook Israeli coastal cities, and they do not want Syrian soldiers with heavy artillery weapons on those mountains. The Israeli government claims that it will give up control of the area only when Israel's safety is guaranteed through a peace settlement.

The United States has tried to help Israel and Syria reach a peace agreement about the Golan Heights. In late 1993, President Clinton met with Israeli and Syrian leaders to help them negotiate. However, those talks failed. In May and June 1995, the United States helped leaders from the two countries to talk again—without success. Because new Israeli Prime Minister Netanyahu has been critical of the Arab-Israeli peace process, further talks with Syria are in doubt.

Critics say that Syria's President Assad supports terrorism and is not committed to peace in the Middle East. They think that Syria cannot be trusted. Therefore, they argue, the United States should not pressure Israel into signing a peace agreement with Syria.

However, supporters believe that an agreement with Syria is key to peace in the region. While most experts agree that Assad probably supports terrorists, they think that all sides need to be included in the peace process.

Outlook

Hopes for peace in the Middle East grew in 1993 and 1994 with new agreements between Israel and the PLO and Israel and Jordan. But as terrorist attacks continued on both sides, peace remained difficult to reach. In addition, the assassination of Yitzhak Rabin raised questions about Israel's future leadership. Nevertheless, the United States continues to make peace in the Middle East one of its most important goals.

The Debate

The Middle East

The United States Should Support the Creation of a Palestinian State.

PRO

Violence in the Middle East will continue unless a Palestinian state is created. Palestinians lived in what is now Israel and Jordan for more than 1,000 years, and they have a right to live there today. Moreover, they deserve to govern themselves. Once Palestinians have a homeland again, they will no longer need to use violence against the Israelis.

CON

Giving Palestinians their own nation would only cause more violence in the Middle East. Radical Palestinian groups would use that land as a base to attack Israel. Moreover, any land given to Palestinians would be too small to support an independent nation. Palestinians would not have enough money, jobs, or food. They should rely on Israel or Jordan for their livelihood.

The United States Should Encourage Israel to Give the Golan Heights Back to Syria.

PRO

Israel gained the Golan Heights illegally in the 1967 war. Therefore, Syria is the rightful owner and ruler of the Golan Heights. In addition, returning the area to Syria would help to make a peace agreement between Israel and Syria, which is key to peace in the Middle East. Israel needs agreements with all of its Arab neighbors to make sure that peace will last.

CON

The Golan Heights overlook Israeli cities. These cities would become targets of Arab artillery attacks if Syria ruled the area. Therefore, Israel needs to control the Golan Heights for its own safety. Moreover, Syria supports terrorism and cannot be trusted. Israel should not talk peace with Syria until Syria stops supporting violent, extremist groups.

Russia

In 1917, the world's first communist government began in Russia. Its leaders spread their ideas throughout a Russian **empire** that reached from central Europe across Asia to the Pacific Ocean. In 1922, Russian communists named their country the Soviet Union. In communist countries, one political party runs the government, and the government controls all parts of the economy. Soviet leaders believed that if they controlled the making of goods and set prices, they could get rid of poverty. But communist officials also controlled where their citizens could work, live, and travel. Soviet leaders banned religion, and they did not allow people to criticize the government. These ideas were different from American beliefs.

From 1945 to 1991, the United States and the Soviet Union competed for world power. During these years, they were called "superpowers" because they were so strong. But in 1991, the Soviet Union broke apart into fifteen separate countries. Russia is the largest of the former Soviet states. Although once very powerful, today Russia has many problems. Its leaders are trying to change their economy and government. American and Russian leaders now get along better.

American leaders want Russia to have a stable government and economy. Otherwise, problems in Russia's government could harm U.S. **allies** in Europe. However, Americans disagree about how best to help Russia prosper and become stable.

empire—*a political unit covering vast territory and many different peoples that is ruled by one leader*

allies—*friendly nations with similar goals*

Background

The Cold War, 1945-89

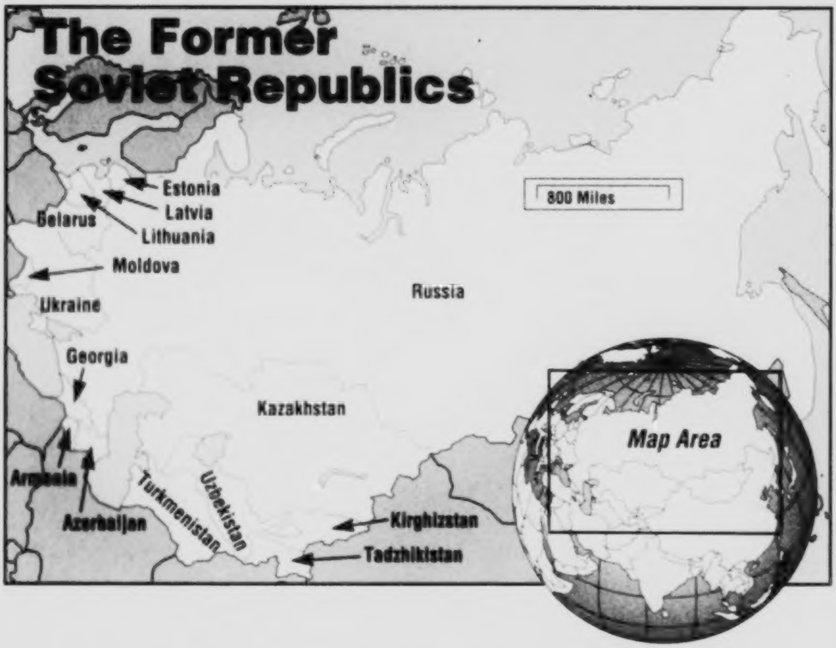
Start of the Cold War. During World War II, the United States, Great Britain, and the Soviet Union fought on the same side against Germany; they were allies. However, after the war, they became unfriendly because the Soviet Union wanted to set up communist governments in eastern Europe. Leaders in the United States and Great Britain believed that the Soviet Union should not force people in eastern Europe to live under communist governments.

Germany had crossed eastern Europe and invaded the Soviet Union twice in less than twenty-five years. Thus, the Soviets wanted to control eastern Europe to feel safe from more invasions. Soviet leader Joseph Stalin set up communist governments in Poland, Hungary, Bulgaria, Czechoslovakia, and Romania to help protect his country against possible invasion from the west. In addition, Germany was divided into communist and noncommunist areas, East Germany and West Germany. Leaders in the United States and western Europe feared that the Soviets might try to conquer more European countries.

Soviet officials controlled the flow of people and information in eastern Europe. Leaders and people in western Europe could not easily talk with those in eastern Europe. Soviet actions created an invisible barrier between democratic western Europe and communist eastern Europe called the "Iron Curtain." American leaders did not want communism to spread any further. These actions marked the beginning of the Cold War.

The Cold War was a nonmilitary conflict between the United States and the Soviet Union. Leaders from

propaganda—*the spreading of doctrines and ideas for political gain*


The Former Soviet Republics
Estonia
Latvia
Lithuania
Belarus
Moldova
Ukraine
Georgia
Armenia
Azerbaijan
Turkmenistan
Uzbekistan
Kazakhstan
Russia
Kirghizstan
Tadzhikistan
800 Miles
Map Area

both countries fought one another with **propaganda.** They spent billions of dollars on weapons. They also tried to gain allies with money. Soviet and American leaders gave foreign aid to help their allies build strong economies and militaries.

Stopping Communism. U.S. leaders tried to stop communism from spreading. They wanted to contain, or keep, communism in areas that the Soviet Union already controlled. This policy was called containment. American officials contained communism in three ways.

- They gave money to help western Europe rebuild.
- They sent military help to governments threatened by communists.
- They created the North Atlantic Treaty Organization (NATO), a military alliance to protect western Europe from the Soviet Union.

Soviet leaders did not like the U.S. policy of containment. They sent troops to Czechoslovakia, East Germany, Hungary, Poland, and Romania to make sure that the leaders of those countries remained loyal to the Soviet Union. In 1956, the Soviets and their east European allies formed the Warsaw Pact, a military alliance similar to NATO.

The Domino Theory. During the Cold War, many U.S. leaders believed in the "domino theory." They thought that if one country fell to communism, its neighboring countries would also turn to communism. This fear led the United States to fight two wars in Asia to try to keep communism from spreading throughout the region.

The Soviet Union helped communist groups around the world. In 1949, the Soviet Union helped Chinese Communist leader Mao Zedong take over the government of China. In 1950, the Soviets backed leaders from communist North Korea when they invaded South Korea. The United States sent troops to South Korea to stop the invasion. The Korean War ended without either side winning, but the United States proved that it would fight when communists tried to take over other areas.

In addition, in the 1960s and 1970s, the Soviets backed communist North Vietnam in its war to bring South Vietnam under communist rule. The United States helped defend South Vietnam with troops and military aid. However, in 1975, communists took over South Vietnam.

The Cuban Missile Crisis. When communist leader Fidel Castro came to power in Cuba in 1959, the Soviet Union gave him money (foreign aid). In October 1962, U.S. leaders learned that the Soviet Union was secretly building **nuclear** missile sites in Cuba. For seven days, U.S. President John Kennedy and Soviet Premier Nikita Khrushchev were close to starting a nuclear war. Finally, the

nuclear—*referring to the power of atoms; in this case, very destructive weapons powered by atoms*

In 1961, President John Kennedy and Soviet Premier Nikita Khrushchev met in Vienna, Austria. There they discussed the Berlin Wall and the nuclear arms race. One year later, the Cold War reached its height when the United States discovered the Soviets were sending nuclear missiles to Cuba. After a tense standoff with Kennedy, Khrushchev withdrew the missiles.

(John F. Kennedy Library)

Soviets agreed to tear down the missile sites they had been building in Cuba. The Cuban missile crisis made U.S. and Soviet leaders more afraid of nuclear war. Shortly thereafter, they signed a treaty that limited tests of nuclear weapons.

The 1970s and Détente. In the early 1970s, the United States and the Soviet Union tried to improve relations between them. Experts called the new relationship détente—a French word meaning "a relaxation of tensions." Détente helped both countries. Between 1972 and 1974, the two nations signed eleven agreements to cooperate in space exploration, agriculture, health, environmental protection, and other areas. They began trading with each other, and American businesses and banks opened offices in Moscow.

SALT I. The most important part of détente was the first Strategic Arms Limitation Talks (SALT I) Treaty. U.S. President Richard Nixon and Soviet Premier Leonid Brezhnev signed SALT I in 1972. SALT I limited antiballistic missile (ABM) systems. ABMs are defensive weapons made to destroy enemy missiles before they reach their targets. Officials from both countries were afraid of one nation building a defense system that was better than the system the other side had. If that had happened, the nation with the better ABM system would have been able to attack another country without having to worry about the enemy fighting back.

Helsinki Accords. In 1975, leaders from the United States, the Soviet Union, Canada, and thirty-five European countries met in Finland to sign the Helsinki Accords. These agreements said that the West, including the United States, would officially recognize the borders of eastern Europe that were set after World War II. In return, the Soviet Union promised to improve **human rights** within those eastern European countries.

SALT II. In 1979, U.S. President Jimmy Carter and Soviet Premier Brezhnev signed the second Strategic Arms Limitation Talks (SALT II) Treaty. However, the U.S. Senate had to approve the treaty before it became law, and many senators believed that the treaty favored the Soviets. Some senators worried that the Soviet Union would spread its influence into other areas of the world. When the Soviet Union invaded Afghanistan in December 1979, President Carter asked the Senate to stop discussion on approving the treaty. For several years after that, U.S.-Soviet relations got worse.

human rights—*the basic freedoms and rights of every person; human rights laws protect people from cruel acts such as slavery, torture, and murder.*

New Soviet Leadership. In 1982, U.S. President Ronald Reagan proposed the Strategic Arms Reduction Talks (START) with the Soviet Union. He hoped to reduce both sides' supplies of weapons. However, they could not reach an agreement, and START discussions ended in 1983.

U.S.-Soviet relations improved in 1985. In March of that year, Mikhail

Gorbachev became the new Soviet leader. Gorbachev improved his country's relations with the United States. He also changed the Soviet Union's foreign policy toward other communist states. Gorbachev also wanted to update the Soviet Union's economic and political systems.

Mikhail Gorbachev met with President Reagan several times. In 1987, the two leaders signed the Intermediate-range Nuclear Forces (INF) Treaty. The INF Treaty was the first major arms control agreement between the United States and the Soviet Union in eight years. According to the treaty, both nations agreed to destroy certain nuclear weapons—more than 1,900 for the Soviet Union and 800 for the United States.

After becoming leader of the Soviet Union in March 1985, Mikhail Gorbachev began historic economic and social reforms. Afterward, many people wanted their independence and began movements in the Soviet republics. These movements led to the breakup of the Soviet Union in 1991 and Gorbachev's resignation.

(Novosti Press Agency)

Communism Falls in Eastern Europe. In 1989, thousands of people in eastern Europe demanded more freedom—in both their governments and their economies. They wanted democracy and free-market economies. That year, communist governments in six eastern European countries gave up power.

In the past, Soviet leaders had sent their troops to eastern Europe any time communist governments had been threatened. But this time, Mikhail Gorbachev did not send in his soldiers. The Berlin Wall, which had divided East and West Berlin for almost thirty years, was taken down. The Soviets later agreed to allow East and West Germany to become one nation. In 1991, the communist military alliance in eastern Europe, the Warsaw Pact, broke up.

The Breakup of the Soviet Union, 1990-91

Economic and Political Problems. Mikhail Gorbachev tried to improve parts of the Soviet economy, but economic problems got worse. The cost of goods increased rapidly (called inflation), and the value of Soviet money was unstable. There were food shortages, forcing people to wait in long lines for bread and other basic foods.

Gorbachev changed the political system to allow anti-communist political parties to run in local elections. The Soviet Union was made up of republics, much like the United States is made up of states. Each republic was governed by a different person. In the Soviet republics, many prodemocracy candidates won in the 1990 elections. Former Moscow Communist Party chief Boris Yeltsin was elected president of the Soviet republic of Russia. Yeltsin soon competed with Gorbachev for power. Yeltsin wanted Gorbachev to move faster toward democracy and free markets.

The Soviet Union forced the Baltic countries of Estonia, Latvia, and Lithuania to become part of the Soviet Union in 1940. By the late 1980s, many people in those three states wanted independence. When Lithuania and Latvia tried to break away from the Soviet Union, they

Russia's Constitution

In December 1993, Russian voters approved a new constitution that is similar to the U.S. Constitution in many ways. It calls Russia a democratic federal state, and it grants many individual rights that are like those in the U.S. Bill of Rights. For example, it provides the freedoms of speech and religion. However, there are important differences between the U.S. and Russian constitutions. There is a balance of power between the U.S. president and Congress in the United States. But the Russian constitution gives the president more powers to control the parliament. A Russian president can even get rid of lawmakers in certain situations.

received worldwide support. However, Gorbachev would not allow them to break away; he sent Soviet troops to quiet the growing independence movements. These events showed that it was going to be difficult for Gorbachev to promote democracy in the Soviet Union and keep the union together at the same time. The Baltic states and other Soviet republics continued their efforts to break away from the Soviet Union.

hard-line—*having an aggressive, stubborn attitude in politics; opposed to change*

coup—*the forcible takeover of a group or government*

The August Coup. By early 1991, the Baltic republics and three other Soviet republics had declared independence. Meanwhile, the nine remaining Soviet republics wanted more power to govern themselves. Gorbachev agreed to give these republics more control if they would remain in the Soviet Union. Gorbachev and the republics' leaders were scheduled to sign this agreement—known as the "nine-plus-one" agreement—on August 20, 1991.

However, **hard-line** communists in the Soviet government did not like Gorbachev's changes. They were angry because eastern Europe was no longer under Soviet control. They feared that free-market economics would end communism. They also thought the union was in danger of falling apart. Two days before the "nine-plus-one" agreement was to be signed, these hard-liners arrested Gorbachev. They staged a **coup** and took control of the country.

Russian President Boris Yeltsin immediately opposed the coup, and opposition to the communist hard-liners quickly spread throughout the country. After only three days, the coup collapsed. The coup leaders had made mistakes, and few people supported them. Gorbachev returned as president, but his leadership was weak. The people did not respect or trust him as much as they had before the coup.

More republics declared their independence after the failed coup. Boris Yeltsin's actions during the coup made him a national hero. Most people saw Yeltsin as the leader who could guide the republics toward independence and economic and political success.

The Commonwealth of Independent States. Mikhail Gorbachev said he would give the republics even more self-control, but he still hoped to hold the Soviet Union together. However, on December 8, 1991, Russia's Yeltsin and the leaders of Ukraine and Belarus created an organization called the Commonwealth of Independent States and declared that the Soviet Union no longer existed.

With no country to preside over, Gorbachev resigned as the last leader of the Soviet Union on December 25, 1991. He gave control of the Soviet nuclear weapons to Yeltsin. Eleven of the fifteen former Soviet republics joined the Commonwealth of Independent States.

Economic and Political Problems 1992-Present

Yeltsin Against the Parliament. Boris Yeltsin and the Russian parliament (called the Congress of People's Deputies) disagreed as soon as Yeltsin became president in 1992. At that time, Yeltsin did not call for new parliamentary elections. Instead, he left in place a parliament that had been elected in 1990 when the Communist Party still dominated Russian politics. Many communists in the Russian parliament opposed Yeltsin's ideas.

In 1992 and 1993, Boris Yeltsin tried to change Russia's government to a democracy, and he tried to improve his country's economy. However, his economic reforms were not successful. Prices continued to rise, and many people could not find jobs. The Russian people were unhappy. Communist supporters in the Russian parliament challenged Yeltsin's power. They made it difficult for him to make progress.

Crime in Russia

Since 1991, Russia has become a more open society. Russian leaders have loosened their control over the country's economy. But many people have little money, and they are desperate. Therefore, the number of violent crimes in Russia has gone up. There are now more murders, rapes, and robberies than ever before. Overall, crimes occur twice as often as they did in the late 1980s. Some Russians say they would rather go back to old, communist ways because crime frightens them.

In March 1993, Yeltsin asked the Russian people to vote on his leadership and his economic reforms. The United States supported Yeltsin's move. American leaders said that by calling for the vote, Yeltsin showed that he was going to let the people control their government. In the vote that followed, the Russian people showed solid support for Yeltsin.

Siege on Parliament. Many members of parliament did not listen to the people, however. The communists, led by Alexander Rutskoi, vowed never to surrender their power. They stopped some of Yeltsin's reforms. The tensions between Yeltsin and his opponents became worse in the fall of 1993. On September 21, Yeltsin closed the parliament and announced that elections would be held in December to pick a new parliament. But many members of parliament would not leave the building.

Instead, the parliament voted to **impeach** Yeltsin and named Rutskoi as acting president. Rutskoi and his supporters then locked themselves in the parliament building. The standoff ended in early October when Yeltsin ordered tanks and troops to attack the building. After a violent clash with soldiers loyal to Rutskoi, Russian soldiers took over the building and arrested Rutskoi and his

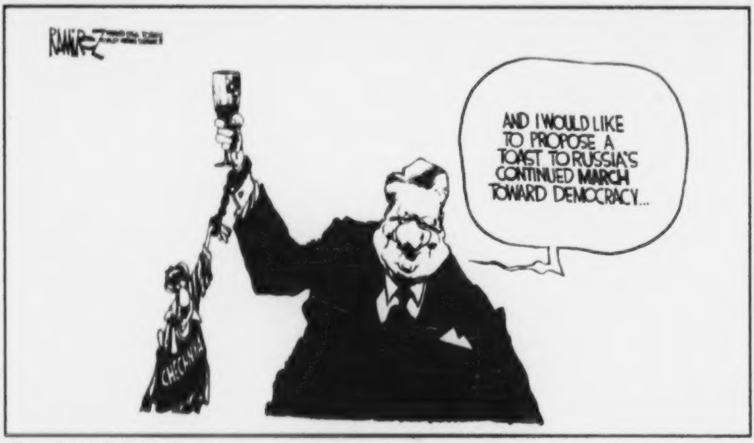
impeach—*to take a leader's power away officially* followers. In this way, the old, communist-dominated parliament was dissolved.

Parliamentary Elections. As promised, Boris Yeltsin held elections on December 13, 1993. Russian voters had to do two things: (1) choose candidates from among thirteen parties to represent them in the new parliament; and (2) approve or reject a new Russian constitution that would give the president more powers. For Yeltsin, the results of the election were mixed. The new constitution was approved, giving him a great deal of power. However, in the parliamentary elections, the people elected the largest number of candidates from the Liberal Democratic Party, a group that opposed Yeltsin and reform.

War in Chechnya. Within Russia itself are many states or republics. Chechnya is a republic in the south of Russia. Chechnya's people are mostly Muslim, and they have long resisted Russian rule. In August 1994, political groups in Chechnya began to fight over whether to remain part of Russia. Fighting in Chechnya continued through 1994. President Yeltsin wanted Chechnya to stay a part of Russia. By December 1994 and January 1995, Yeltsin had sent more than 40,000 Russian troops to Chechnya to stop the proindependence rebels. Thousands of people were killed. However, Russian troops could not stop the independence movement.

Because Russian troops had not put down the rebels, Yeltsin's opponents said he was a weak leader. To prove he was strong, Yeltsin ordered the Russian military to crack down even harder on rebels in Chechnya in 1996. However, U.S. leaders criticized Russia's show of force and its attacks on civilians (nonmilitary people) in Chechnya.

Economic "Shock Therapy." When Boris Yeltsin became president, he quickly began to change Russia's economy. Experts call Yeltsin's economic plan "shock therapy" because its aim is to quickly turn Russia's communist system into a free-market, capitalist economy like


RAMIREZ
AND I WOULD LIKE TO PROPOSE A TOAST TO RUSSIA'S CONTINUED MARCH TOWARD DEMOCRACY...
CHECHNYA

(Michael Ramirez, Copley News Service)

the United States. Under capitalism, individuals—not the government—own land and run companies. The owners operate the companies to make money. Companies decide what to make and how much to sell it for. Individuals then choose which goods and services to buy.

However, most observers believe that most Russians are still unhappy with their economy. Four out of five Russians live in poverty. Since the breakup of the Soviet Union, factories make 40 percent fewer goods. Prices of those goods and services have increased dramatically. Many people cannot find jobs (a situation called unemployment). Some Russians believe that the economy is worse than it was under communism. Therefore, many members of parliament have criticized Yeltsin's economic program.

Lifting Price Controls. Yeltsin's economic plan involved lifting state price controls. Under communism, the government decided what products would be produced and at what price they would be sold. Lifting government price controls was supposed to let the free-market principles of **supply and demand** determine what goods compa-

supply and demand—*a way that prices are set depending on how much of a product is made and how much people are willing to pay for it*

LEGO
LEGO
LEGO

Russia now has a free-market economy, so Russian companies bring in more goods from Western countries. That means that Russian shoppers, like the ones shown above, can choose from among more goods than they used to. But the cost of those goods has increased dramatically. Even though they have more choices, many Russians cannot afford to buy most goods. (R. Norman Matheny, © The Christian Science Monitor)

nies would make and how much they would cost. Yeltsin hoped that lifting price controls would promote competition and bring more goods into the stores. However, when controls were lifted on January 2, 1992, prices rose dramatically. By the end of the year, Russia faced a bad economic situation called hyperinflation, when prices rise too fast. Yeltsin's critics said that his plan had failed and that the government should again control prices. Instead, in 1994, Russia tried to get a $1.5 billion loan from an international organization. To get the loan, the organization made Russian officials promise that they would continue economic reform without going back to price controls.

Privatization. President Yeltsin also began to sell property and businesses owned by the government. He wanted the Russian people to own and run their companies privately, just as the American people do in the U.S. economic system. Selling government businesses to individuals and private companies is called privatization.

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chaos—*disorder*

invest—*putting money into a project or company in the hopes of earning more money*

Yeltsin allowed workers and managers to buy shares of ownership in their factories. Many economists did not think that this program would work. But Yeltsin hoped his plan would gain him support. Privatization has promoted many new businesses. However, the largest government companies have not been privatized yet. Some reformers fear that closing these huge factories would worsen unemployment. They believe that people would then be even more unhappy. Many Russians think that moving to a free-market system is not worth the pain it is causing the country. Yeltsin faces opposition to his economic plan, and that opposition could ruin Russia's democratic and capitalist experiments. Then Russia could fall into **chaos**.

The United States Promises to Help. In a September 1994 meeting with Boris Yeltsin, President Bill Clinton promised to help Russia. Clinton said he would encourage U.S. businesses to trade with Russian businesses. He also said he would encourage Americans to **invest** money in Russian companies.

In April 1996, Russian President Boris Yeltsin (left) said that he would sign an agreement to stop all testing of nuclear bombs later that year. Partly because of this promise, U.S. President Bill Clinton thinks Yeltsin is the best leader for Russia. Some U.S. lawmakers think that Yeltsin is a weak leader and will lose control of the country.

(The White House)

The Russian people elected new lawmakers in December 1995. The Communist Party now controls one-third of the seats in the Russian parliament. Therefore, the Communist Party is the most powerful party. But they oppose Yeltsin's reforms, so the future of democracy in Russia is uncertain. Gennady Zyuganov (pictured above) leads the Communist Party; he ran against Boris Yeltsin in Russia's presidential elections in June 1996.

(AP Photo/Sergei Karpukhin)

Russian businesses suffer because they have old equipment and because they are run badly. Many experts think U.S. businesses could help Russia modernize. More than 500 U.S. businesses have opened offices in Russia. Yeltsin hopes that Russians will learn how to run businesses from the Americans so that Russian companies will grow and make money. However, some U.S. businesses do not want to come to Russia because of organized crime and high taxes.

Current Issues

Economic Aid. Russia's economy is still unhealthy. Some experts predict that high inflation and high unemployment will continue. Because of the unstable economy, procommunists have tried to block free market reforms. They want to remove Yeltsin from power. Overall, Russia's political and economic future is uncertain. However, many experts say that Western aid helps reformers in Russia keep power and will change Russia for the better. Therefore, Americans debate whether they should give economic aid to that country.

In January 1992, fifty countries and international agencies increased economic aid to the former Soviet republics. This money helped provide food, shelter, and energy resources. Although this aid helped Russia and other republics overcome shortages, it did not do much for Russia's economy. Since then, the U.S. government has given $3.6 billion to help Russia rebuild.

In February 1996, an international agency approved a $10 billion loan to Russia. The United States supported the loan. However, the loan will be made in several partial payments. Thus, Russian leaders must prove that they are continuing reforms to get each new payment.

corruption—*dishonesty, usually among government or business officials*

Supporters of this aid say that it will help Russian reformers improve their country. They think that without the aid, Russia's economy will get worse. Russia could then go back to communist leadership. Supporters point out that the price of helping Russia now is small compared to the costs of getting back into another Cold War. They believe that the aid will improve U.S. relations with Russia and help protect the security of Europe.

Many Americans oppose giving more economic aid to Russia. They say that the country still suffers from **corruption** and waste. Therefore, they argue that Russia probably has not been spending U.S. money wisely. Opponents of aid point out that Yeltsin is unpopular. They argue that his economic reforms are not working. Some Americans think that Yeltsin may lose power to other anti-American political groups, such as communists. They say that if that happens, then U.S. aid dollars will have been wasted. Opponents argue that the U.S. government should spend its money on education and health care in the United States instead of giving it to unstable countries such as Russia.

Expanding NATO. The United States and other western European countries formed a military alliance, the North Atlantic Treaty Organization (NATO), in 1949. Those countries joined NATO because they feared Soviet attack. NATO members agree to protect each other. They consider an armed attack on one as an armed attack on them all. The Soviets and their eastern European allies formed a similar alliance called the Warsaw Pact. But the

Warsaw Pact dissolved when the Soviet Union broke apart in 1991. Therefore, new democracies in eastern Europe had no alliance to protect them from military attack. Since then, many eastern European countries have asked to join NATO so they will have more security. Leaders in Russia have also asked to join NATO.

Many experts support eastern European countries' becoming members of NATO. But others disagree about making Russia a NATO member. Some Americans want to allow Russia to join NATO. They argue that if NATO lets eastern European countries join, it must also include Russia. Otherwise, Russian leaders would feel as though all other European countries are allied against them. They also think that Russia's military is not as strong as it was under the Soviet Union. Therefore, they believe that Russia needs NATO support to discourage military attack from unfriendly neighbors.

Critics of this plan say that Russia cannot be trusted as a Western ally. They point out that communists now control Russia's parliament, and they could turn against the United States. Opponents think that many Russians do not support economic reform, and they say that more and more Russians are anti-Western. Critics also argue that the Russian military is now weak and that Russia would not be able to keep its promise to protect other NATO members. It has decreased its armed forces by more than 4 million troops, and Russian weapons are old.

Outlook

U.S. officials believe that the struggle between Boris Yeltsin and the parliament shows the uncertainty of democracy in Russia. Communists and other politicians are pressuring Yeltsin to improve his country's economy. Leaders from the United States fear that if positive changes do not happen soon, politicians against reform may win the election for president in June 1996.

Most policymakers agree that it is best for the United States if Yeltsin succeeds. Most experts think that Yeltsin is committed to democracy and capitalism. But the United States needs to decide how much aid it is willing to give to help Russia's reforms. U.S. leaders care deeply about the situation in Russia because the outcome could affect democracies throughout Europe.

The Debate

Russia

■

The United States Should Give Economic Aid to Russia.

PRO	CON
The United States should give aid to Russia to help support economic and political reforms. U.S. aid would help build democracy in Russia by helping it change to a free-market system. If the United States does not help Russia, reforms could fail. Many Russians are unhappy. A hard-line communist government could return if the United States does not help.	The United States should not give Russia aid until Russia's government develops a good plan to use that money. U.S. aid would be wasted because Russia has so many problems. Aid should be delayed until hard-liners in the parliament are weakened. The United States has a large budget deficit, and it can no longer afford to give foreign aid to unstable countries.

■

The United States Should Allow Russia to Join NATO.

PRO	CON
If eastern European countries join NATO, then Russia must also be allowed to join. Otherwise, Russia might become a U.S. enemy again. Russia's military is not very strong, so it needs NATO members to help protect its struggling democracy. NATO membership would improve U.S. relations with Russia.	The United States cannot trust Russia. Communists are gaining back power in Russia, and they might take control of the country. Communist leaders in Russia would probably be anti-American. Besides, Russia's weapons are old, and the Russian military probably could not protect NATO members.

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Introduction

Social studies teachers have long recognized the benefits of incorporating current issues instruction into their classes. Many adults can remember the Thursday evenings they spent when they were students scanning the newspaper for a worthy article to take to Friday's current events discussion. Their teachers knew that discussions about current events were often highly motivational, encouraged students' involvement, and provided them with practical information about the world in which they lived. While these weekly exercises were usually informative and enjoyable, such a random approach can no longer adequately prepare students for the twenty-first century. As citizens in a democratic society that is part of an interdependent world network of nations, students need more than simple information about the faraway places and national topics that happen to make today's front page.

To effectively exercise their responsibilities as citizens—the most important political office in American society—students need models for analyzing current issues. For example, they need to understand the dimensions of national security—how it can be measured, how it can be strengthened, and what its costs and benefits are. Without such a framework, students will be unable to decide what they think their government should do in certain critical situations. The study of current events should, therefore, teach students how to analyze important issues. Issues of social justice, national security, and economic interdependence will change yearly, but once students have acquired a model for analyzing such issues, they can apply that model forever.

Not only can current events instruction provide students with valuable analytical models, but it can also serve to develop critical-thinking skills. By defining problems, collecting and analyzing data, developing alternative solutions, selecting appropriate responses, working with their peers, defending a position, and persuading others, students can learn the skills and attitudes that will make them informed and effective citizens.

The United States and the world face issues that threaten their survival, and educators have a responsibility to prepare the next generation of citizens to think critically and to solve problems. The knowledge, skills, and attitudes developed by *Current Issues* can help you in this noble task.

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The lower-reading-level edition of *Current Issues* covers the same subjects in a less comprehensive way and provides the same features as the regular edition. This edition is appropriate for students who speak English as a second language, middle school students, academically at-risk students who may read below grade level, and others who could benefit from the simpler vocabulary and sentence structure. Definitions of difficult words and concepts are included in this edition, along with illustrations and charts for readers who may learn more effectively through graphics. Both books can be used in the same classroom with students of disparate reading skills.

What Is the *Current Issues Teacher's Guide*?

The *Current Issues Teacher's Guide* provides a variety of instructional activities to help you and your students make best use of both the standard and the lower-reading-level editions of *Current Issues.* The *Teacher's Guide* includes lesson plans for the introductory section and for the individual chapters in the book. Each set of lessons is designed to help students investigate and analyze intelligently the most pressing issues currently facing the United States and the world. Although the lessons are comprehensive, they also offer illustrative suggestions of how you might teach each unit. The lesson plans may be used exactly as written, or you can modify and adapt them as your professional judgment suggests is appropriate. Each chapter includes an activity and accompanying handout written specifically for the lower-reading-level *Current Issues.* Such activities and handouts are marked with a star. Of course, feel free to adapt any of the other activities or handouts to fit the audience using the lower-reading-level edition.

The lesson plans in this guide use instructional strategies that help students develop a variety of citizenship skills. Each lesson includes student objectives, a list of terms and concepts, and several learning activities. The first activity—a motivational exercise introducing students to the issue and helping them recognize the personal significance of it—is followed by a series of in-depth learning activities that increase student understanding of the issue. Each lesson also includes enrichment activities that can be used to offer extra credit assignments for students who want to spend more time investigating a topic or to expand the study of selected issues.

The guide also contains unit test materials that you can easily reproduce. The test materials for each unit include ten objective true-false items, focusing on lower-level recall of basic information, and eight to ten subjective items that require students to use higher-level cognitive skills. An answer key for unit tests is included. The last section in the guide contains student handouts to be used along with many of the lessons.

Features of the Lesson Plans

Each lesson plan has several features to help you present the topic.

Terms and Concepts

Students need to understand the specialized terms that are associated with each topic in *Current Issues.* The most effective way to teach such terms is in the context of the chapter. Relate new terms to those that students already know. Help them break down a word into its component parts so that it is easier to understand.

You can ask students to define the terms and concepts at the start of the lesson, as is traditional, or you may consider these alternatives.

- Have students individually list unfamiliar terms as they read the chapter, and then decide which key words are essential for an understanding of the issue.
- Have students create a glossary of specialized terms on three-by-five inch index cards or in a notebook while they are reading each chapter.
- Give extra credit for every example of a listed term or concept that students find in books, newspapers, and magazines, or every time they use a term correctly in class discussion.

•*Ask students to develop crossword puzzles using all or most of the terms and concepts.*

Decisionmaking/Problem-Solving Activities

Any thoughtful analysis of current domestic or international issues inherently involves making decisions and solving problems. A variety of models are available for leading students through this process. The steps in the model presented below can be written on poster paper and displayed at the front of the room. Then, throughout the course, whenever students are discussing a decision or addressing a problem, refer them to the model. Show students how they can apply the steps in most situations to find the best solution.

Decisionmaking/Problem-Solving Model

1. Identify situations where a decision is required or a problem must be defined.
2. Identify likely sources of information about the issue(s).
3. Collect relevant information.
4. Classify, interpret, analyze, summarize, synthesize, and evaluate the information.
5. Recognize values related to the decision.
6. Prioritize values.
7. Identify alternative courses of action.
8. Predict the likely consequences of each alternative.
9. Make a decision based on the data you have and your most desired outcome.
10. Act to implement your decision.
11. Assess the results of implementing your decision.
12. Recognize the need to change your decision when warranted by new information.
13. Recognize gaps in information and areas needing further study.

Using Current Resources

While *Current Issues* provides an overview of national and international issues, the nature of such issues means that specific events and information about those events change daily. Therefore, many activities in the guide call upon your students to use outside sources of information. Newspapers, magazines, radio, and television should all be among the resources used by students studying *Current Issues*.

Examining the Proper Role of Government

As long as governments have existed, philosophers, political scientists, and citizens have debated what the proper role of government should be. Most political decisions reflect the beliefs of decisionmakers about the proper role of government; political controversy is often rooted in different answers to this question.

This question is inherent in each issue in *Current Issues.* The *Teacher's Guide* lesson plans examine the role of government in the issues.

Encourage students to consider this basic political question at the beginning of the course and to decide what they think the proper role of government should be. Then, have them reevaluate their positions after studying each issue. Is their decision about a proper course of governmental action on one issue consistent with their belief about the role of government in general? If not, why not? Should their general philosophy be modified? By the end of the course, students should have a well-articulated position about the proper role of government, be able to support that position, and apply it consistently to a wide variety of domestic and international issues.

How to Teach Controversial Issues

Controversy is an inherent part of any discussion of current issues. Although some teachers and students are afraid of controversy and see it as something to be avoided, controversy is natural and can lead to a productive classroom experience if handled properly.

Controversy motivates students and generates interest. When teaching controversial subjects, you should be responsive to some of the characteristics unique to working with such material. Use the following guidelines to help you.

1. When dealing with controversial subjects, keep an open mind so that you can encourage your class to examine an array of ideas and develop the best one. You may wish to establish the following ground rules.
   - Everyone who has something to say will have an opportunity to say it.
   - Focus discussions on ideas, not on personalities or people.
   - Anyone can change a position at any time. Remember, just because you choose one position at the start does not mean you have to stay with it.
   - The purpose of discussion is understanding, not winning.
   - Define all terms.
   - Avoid unsupported, emotional statements.
   - Cite sources of information.
   - Do not interrupt others.
   - Listen to and respect the opinions of others.
2. When controversy appears, identify areas of agreement and disagreement and clearly describe the source of controversy. Recognize that consensus is probably not possible or desirable.
3. Respect the right of students not to express their opinion on some issues. Sometimes an issue can be so personal that students do not want to share their thoughts or feelings.
4. Students should recognize that disagreements are simply that. They do not mean that friendships must end or that someone is "stupid" or "wrong." One device for maintaining class harmony might be to follow substantive discussions with an analysis of how well people listen, what made the discussion good or poor, and what the class might do to improve discussions.
5. Be certain that all sides of an issue have been fairly and equally presented. Biased sources present an opportunity to develop students' skills in detecting bias. If representatives of one side on an issue are invited to class, the other side should be represented, too. Play devil's advocate to have students carefully examine all sides of an issue. Urge students to closely evaluate all positions before choosing one.
6. If you express your opinion on an issue, do so at the end of the unit and clearly indicate that it is your opinion only. Be certain to explain why you hold a par-

ticular view and tell students that you do not want them to change their views because of your personal beliefs.

7. Be aware of local standards. Issues that may be discussed freely in one community may not be suitable for discussion in another. If there are groups in your community that might take exception to discussion of certain issues, you and your school's administration should decide how to approach those issues.

How to Use *Current Issues*

Each of the parts of a *Current Issues* chapter offers unique opportunities for teaching. Use the following techniques to help you explore more fully the educational possibilities of each part.

Introduction

1. Ask students to identify policy questions raised in the introduction.
2. Share your own information and knowledge about the issue.
3. Urge students to talk to their parents about the issue.
4. Encourage students to read and to watch newspaper and television coverage of the issue.
5. Ask students:
   - What makes this topic a current issue?
   - What tone does the introduction set for the chapter?
   - How does this issue relate to others you have studied?
   - Why should a young person like you be interested in this issue?

Key Questions

1. Have students speculate on what they think are the key questions related to the issue before they read the "Key Questions" section.
2. Let students vote—either with a show of hands or on paper—their opinions on each key question. Share totals with the class. Repeat the vote again after students have read the chapter to see if opinions have changed.
3. Encourage students to focus their reading by keeping the key questions in mind throughout.
4. Use the key questions as items for surveys or questionnaires that students conduct with their peers or family members.

Note: The lower-reading-level *Current Issues* does not include "Key Questions" following the introduction, but you can convert the debate statements at the end of each chapter into key questions and use them in the same way as suggested above. Note also that, due to space constraints and to permit more in-depth analysis, the lower-reading-level *Current Issues* features only two of the three debate statements included in the standard edition.

Background

1. Discuss the effect of the past on the present and the importance of historical precedent.
2. Alert students to pay attention to unfamiliar terms and concepts as they are presented.
3. Ask students to predict what current issues will be presented, based on the background reading.
4. Relate major historical events in the background section to issues studied in other chapters and to material covered in other social studies courses.

Current Issues

1. Ask students to explain the most important aspect of this issue. Why is the issue included in *Current Issues* this year? Suggest that students read other sources to see if anything new has happened since the book was published.
2. Relate the issue to newspaper, magazine, and television coverage that students may be following.
3. Encourage students to share their views on the issues with friends, family, or government representatives.
4. Demonstrate the complexity of issues in class discussion by pointing out how issues overlap (i.e., crime and constitutional rights, immigration and education) and how U.S. issues affect others around the world (i.e., the U.S. economy and Europe, crime and drugs and Latin America).
5. Ask students to select one aspect of the issue that is of special interest to them and explain that aspect to the rest of the class.

Outlook

1. Ask students to characterize the "Outlook" section as positive, negative, or ambivalent. How do they personally feel about the outlook for the issue?
2. Relate the forecast in the "Outlook" section to the "Background" and "Current Issues" sections. Have students consider whether or not the chapter's look into the future was predictable.
3. Allow students to brainstorm ways they could effect change so that the projection in the "Outlook" section would be more to their liking.
4. Have students rewrite the "Outlook" section to make it agree with their views.

The Debate

1. Urge students to take a stand on each debate question. Have their views changed since the beginning of the unit? If so, have them explore why.
2. Help students analyze the arguments given for each side of the question. Is one side stronger than the other, or are the differences merely a matter of opinion?

3. Ask students to speculate on which side of the debate questions most people in their age group would stand. Then, ask them on which side they think most Americans would stand.
4. Have students find out their representative's and senators' views on the questions.
5. Ask students to label the views presented in the debate as liberal or conservative. Why did students label the issues as they did?
6. Discuss the interrelatedness of the issues. Is there any middle ground between the pro and the con arguments presented?

Charts, Graphs, Maps, Photos, and Cartoons

1. As students study the charts and graphs in *Current Issues*, remind them to do the following.
   - Determine the kind of illustration it is—bar graph, frequency curve, pictograph, or merely a list of data.
   - Note the title, because it is the key to understanding the chart or graph.
   - Pay attention to what both axes in a graph represent and to the scale being used.
   - Check the legend or key. What do all the shadings and symbols represent?
   - Find any trends or contrasts evident in the illustration.
   - Speculate on why the illustration was included.
2. By relating the maps used in *Current Issues* to the skills developed in social studies classes, you can help your students interpret these maps. The following reminders may also help.
   - Find the illustrated area on the globe to locate its position in the world. Find the scale of the map.
   - Check the map's key and legend.
   - Look at more detailed maps of the same area if you want to find further information.
   - Notice the surrounding areas, and think about how geography affects the character of a nation or region.
   - How does the map help you understand the issue?
3. The photos and cartoons in *Current Issues* were all selected to clarify the issues. Remind students of the following.
   - Read the caption to learn more about the photo or cartoon and the issue at hand.
   - Speculate on why the photo or cartoon was included in the chapter.
   - Speculate on what message the photo or cartoon is trying to convey.

Additional Activities

A variety of additional teaching activities and devices are offered here to enhance your current issues course. These activities should complement the previous suggestions and tie together all portions of the units for your students.

You may wish to incorporate the following activities into the *Current Issues* units.

1. Maintain a current issues bulletin board in your classroom. Students should bring in newspaper and magazine articles relating to the issue under study and post them on the board.
2. Discuss general questions with the class such as:
   - What makes an issue an important and critical issue?
   - What issues were critical when your parents or grandparents were teenagers?
   - What issues do you think will be important when your children or grandchildren are in high school?
3. Have students enter their thoughts and feelings about each lesson in a journal. The journal will allow students to express candidly their reactions to the issues they have just studied, and should be particularly valuable for students who have difficulty sharing their views in class. If students are willing to hand in their journals periodically, you may gain valuable information about their reactions to the lessons. Or students may wish to write reactions to a book or article they have read, a class activity, a recent headline, or comments from the class. If students wish, allow them to share their journal entries with the class.

Follow-up Activities

After you have completed your study of *Current Issues,* you may wish to use one or more of these follow-up activities to give students some feeling of closure. These activities will help students synthesize and evaluate the information they have learned and reinforce the interrelatedness of the issues.

1. Provide students with a list of all the issues you have studied and have them rank the issues. Students could rank the issues according to what they have learned, their personal preferences, and the issues' importance for study and discussion at this time. Then ask them to circle four or five issues that they consider to be most crucial to our times and to justify their choices in a brief essay.
2. To demonstrate the interrelatedness of the issues they have studied, ask students to write an essay explaining: (1) how the issues affect one another, and (2) how the issues affect global relations. Students should incorporate as many issues as possible.
3. If students have kept journals, have them analyze their journals at the end of the course. Which issues have made the most profound effect on them? Why? Can they find any pattern to their reactions? Are their responses mostly positive, negative, or a mixture? Why do they think this is so? What would an outside reader think about their positions?

4. Try a sentence completion activity, either orally or in writing. Some suggestions for open-ended sentences include the following.
   - I wish we had studied more about ______________________________.
   - I wish we had spent less time on ______________________________.
   - My favorite learning activity was ______________________________.
   - The most important lesson I have learned from this course is __________.
   - In my opinion, the most important issue of our time is ______________.
5. As a concluding activity, break the students into groups of four or five. Their task is to revise the federal budget based on what they have learned about the domestic and foreign policy issues covered in this book.

   Have students read the chapter in *Current Issues* entitled "The Budget Deficit." Students should create their own budget by working together in groups and coming to agreement on the figures. Each group should be prepared to address the following questions.
   - What budget items did you cut? Why?
   - What budget items did you increase? Why?
   - Did you increase the entire budget? Why or why not?
   - What percentage of the entire budget is allotted to each category? Where is your greatest spending? Where is your least spending?
   - Did you add or delete any budget categories? Why?

Ask students what they learned from trying to balance spending needs and from getting their group to agree. Relate their experiences in developing a budget to those of Congress. What are the similarities and differences?

Duplicate each group's budget and distribute it to the class. Then, have each group present its budget. Encourage students to use visual aids such as a pie chart to clarify their budgets. Each group should be prepared to answer questions from the rest of the class. If time allows, you might ask the class to arrive at a consensus budget. This might best be accomplished by choosing a committee made up of one member from each group.

Note: To help students learn more about the budget process, you might want to obtain Close Up Publishing's budget role-play game, *Slicing the Pie*.

Instructional Strategies

The *Current Issues Teacher's Guide* incorporates a wide range of activities. While you have undoubtedly developed a teaching style that works for you and your students and feels comfortable, educational research increasingly shows that the most successful teachers are those who can effectively apply a wide array of teaching strategies. The following section provides you with some general "tricks of the trade" and suggestions derived from experienced classroom instructors.

Brainstorming

Brainstorming is a technique for quickly generating a broad spectrum of ideas about a topic. Because no initial evaluation or discussion is allowed, brainstorming is a nonthreatening strategy that allows every student to participate regardless of academic ability. The topic for brainstorming should be clearly stated, allow for a diversity of ideas, and require no extensive prior knowledge for a student to become involved. Responses should be posted as students call them out, and no discussion should be permitted because it may inhibit creative but risky ideas. You may want to write the following brainstorming rules on the board before you start.

- Say anything that comes to mind.
- You can piggyback on the ideas of others.
- Do not evaluate or criticize what others say.
- When you cannot think of anything else, wait a minute and try again.

Another strategy for encouraging creativity is to apply the SCAMPER technique to each of the ideas suggested during brainstorming. SCAMPER allows the teacher to stimulate responses and organize them properly.

SCAMPER Technique

S-substitute, subtract
C-combine
A-adapt, add
M-modify, minify, magnify
P-put to other uses, piggyback
E-eliminate
R-reverse, rearrange

Conclude a brainstorming session by focusing students' attention on the purpose for conducting the activity.

Debate

A debate can be an effective means of presenting most positions on current issues. It may be difficult to involve all students in a single debate, so nonteam members should serve as judges, moderators, or timekeepers to maintain interest. Holding several debates will allow all students to be on a debate team. The following debate procedures may be helpful when conducting a debate.

1. Select a topic—possibly one suggested by the class.
2. State the topic as a resolution. For example: Federal funding for the homeless should be increased.
3. Select pro and con debaters and allow them time to research and prepare.

4. Select a timekeeper and a moderator.
5. Seat the debaters in front of the class with the moderator in the middle; position the side favoring the resolution to the right of the moderator and the opponents to the left.
6. Begin the debate by having the moderator read the resolution and introduce the first speaker supporting the resolution. Speakers may talk only for a predetermined length of time.
7. The first opposition speaker then presents his or her arguments for the same amount of time. This format of alternating pro and con speakers continues until all speakers have presented initial arguments.
8. Rebuttal arguments are made for the specified amount of time beginning with the group opposed to the resolution.
9. Conclude the debate by polling the class. Discuss any changes of position in the audience. What were the most persuasive arguments presented by both sides?

Panel Discussion

A panel discussion is an effective means of researching and discussing a topic while allowing a sizable number of students to participate. The following guidelines may help you conduct a panel discussion.

1. The moderator introduces the topic and panelists.
2. Panelists present their views for a specified amount of time until all have spoken.
3. Panelists are given an opportunity to question other panelists and to discuss the issue.
4. The moderator closes the discussion with a summary of panel presentations.
5. The moderator calls for a forum period during which the class may question panelists.
6. Conclude the panel discussion by polling the class. Discuss any changes of position in the audience. What were the most persuasive arguments presented?

Classroom Use of Resource Persons

Local communities often offer a vast untapped resource. The Close Up Foundation has been a pioneer in using experts in the community to educate youth. Close Up staff believe that community members have much to offer students and should be included in school instruction as often as possible.

Teachers have often invited local citizens into their classes as guest lecturers. One of the most effective uses of resource persons is to provide students with a problem or issue similar to one that the resource person must face in his or her work.

Ask students what they would do in dealing with the problem or issue. Then have the resource person critique students' responses. This strategy has the benefit of limiting preparation time for the resource person because he or she simply has to apply professional knowledge in responding to students' problem-solving strategies or perspectives. In addition, such a tactic generates student interest because the resource person is bringing his or her expertise to bear on students' own ideas. This technique usually generates healthy discussion and a large number of questions.

Teachers and resource persons should always work together closely to plan the classroom visit. The following tips can help you prepare a resource person for a successful visit to your class.

1. Prepare the resource person. Tell him or her about the characteristics of your students, what they have been studying, and what to expect from them. Suggest topics you would like to have the person cover and find out what he or she requires for the presentation.
2. Prepare students adequately. Give necessary assignments far enough in advance so that students can complete them. Discuss the background of the resource person and explain procedures for the visit.
3. Have one or two students meet your guest and direct him or her to the classroom.
4. Have students prepare name tags or desk nameplates to help the resource person identify students.
5. Assist the resource person in classroom management if necessary. Do not leave the room.
6. Begin classroom activities immediately.
7. If necessary, help your visitor end the presentation and depart gracefully.
8. Provide the resource person with feedback about the presentation and write a note of appreciation.
9. Have alternatives planned just in case the resource person does not arrive. These alternatives should be educationally sound and fit in the context of the current unit of instruction.
10. You might want to give the resource persons the following do's and don'ts ahead of time to make them feel more comfortable.

Do

- consider the age and experience of the audience
- prepare adequately
- maintain eye contact
- solicit feedback frequently
- encourage active participation early on and throughout the presentation
- be yourself; let your personality show; be natural; smile; relax
- call on and interact with a variety of students
- circulate around the room

- involve the teacher
- make sure everyone hears all questions and answers
- know the objectives of your visit and how the visit relates to what students have been studying

Don't

- lecture at students
- use jargon or unfamiliar words
- act condescendingly
- become angry at heckling or passive responses
- react defensively to criticism
- read a prepared speech
- talk in a monotone
- assume that students either have or lack knowledge about a given point (find out what they know)

Role-Plays and Simulations

One of the most effective instructional techniques, when used correctly, is role-play or simulation. This technique enables students to experience a situation from the perspective of persons actually involved in a similar situation. Role-plays and simulations are an effective means of transmitting knowledge, and they have a powerful effect on attitudes as well. Finally, role-plays and simulations are excellent ways of allowing students to examine a situation from all perspectives and practice critical thinking.

The following guidelines will help you conduct role-plays and simulations.

1. Present the problem, situation, or task clearly and make sure students understand what they are expected to do.
2. Involve everyone. If there are not enough roles for all students, create new ones or conduct several versions of the simulation at the same time.
3. Involve all students as quickly as possible.
4. Begin with simple activities. Students without experience in role plays and simulations may require time to develop the skills necessary to do them well.
5. Consider having students reverse roles. Assign students to represent views that they do not advocate personally.
6. Help students identify appropriate sources of information that will inform them of the perspective of the group or person they represent. Allow students enough time to locate and analyze information and prepare their roles. Use this preparation time to talk with groups and individuals to gauge the degree to which they understand their roles.
7. Create an accepting environment where students can make mistakes, take risks, and be creative while being responsible. Do not expect polished performances immediately.

8. Conclude with a thorough discussion. Highlight the instructional objectives you had for the activity. What did you want students to gain from the activity? Relate the role-plays or simulations to what students had been and will be studying. Explore how students felt and what their feelings suggest about the people who experience the situation in real life. Did students feel that the roles they played were accurate representations of the real people? What did they learn from the experience?

Do not be discouraged if the role-play or simulation does not work well the first few times you use it. This technique can be difficult to use initially but pays handsome dividends once mastered.

Small-Group Cooperative Learning

Many teachers have been doing small-group work for years. Recent research suggests ways in which teachers can conduct small-group activities more effectively than by simply putting students into groups and assigning them a task.

The following guidelines will help you use cooperative small-group work.

1. Small-group activities can create opportunities for loss of control; therefore, such activities require class members to follow rules. Sample rules might include the following.
   - Move quickly and quietly to groups and remain there.
   - Talking between groups is prohibited.
   - Talking within groups must be done quietly.
   - All groups must have leaders whose task is to keep the group working, make sure that everyone participates, and keep discussions focused on the issues.
2. Organize groups heterogeneously and design group tasks in such a way that every student becomes involved.
3. Encourage students to help each other without actually doing the work of another group member. One way to encourage cooperation is to award grades based on individual work and grades based on the performance of the group. Design tasks so that each individual student can be assisted by his or her peers, but cannot have the peers do the work of the individual.
4. Help students develop the skills necessary to work well in small groups. You might review the content objectives of each activity and discuss the following questions.
   - What helped this group work well together?
   - What interfered with this group's working well together?
   - What could members do next time to help improve this group's work?
   - Did everyone participate? Why or why not?
5. Keep group size small; three to five students is optimal.
6. Give clear directions and allow adequate time for students to complete the task.

7. Monitor group activities to spot areas of difficulty.
8. Use small groups only for cooperative tasks, not for independent work while merely sitting with others.

Developing Research Skills

An essential part of every student's education is to learn how to research an issue, adopt a position, and argue persuasively for that position. Many students have few skills in these areas. If students are to obtain the information that they need to act as informed public policy shapers, they need your help in developing these essential skills. The following list of skills provides a handy sequential organizer whereby teachers can guide students through the research process.

1. Recognize that research should be aimed at gaining understanding and a complete view of an issue, not simply at gathering information to argue a predetermined point.
2. Learn how to limit a subject based on time and resources available.
3. Identify sources of appropriate information.
4. Use indexes, tables of contents, and other aids to locate pertinent information quickly.
5. Understand information in written, pictorial, graphic, cartographic, mathematical, and other formats.
6. Evaluate sources of information bias, accuracy, pertinence, and authority.
7. Take notes.
8. Organize information.
9. Analyze information and draw inferences.
10. Synthesize information and develop arguments.
11. Organize ideas.
12. Support ideas.
13. Articulate or write ideas in an organized and readable manner.
14. Document sources.

The Close Up staff hopes that the information presented in this introduction will make your task of teaching *Current Issues* easier and enrich the quality of instruction for your students. Each section of the introduction is designed to make *Current Issues* a more usable resource for your classroom and the comprehensive and motivational textbook you need to teach current issues effectively.

The lesson plans that follow offer specific teaching activities, test materials, and handouts for each chapter in *Current Issues*. The keys to using these lesson plans and each section of the *Current Issues* chapters have been presented in this introduction. These keys can open up new understanding and perspective for your students as they explore the current issues of our time.

Lesson Plans

The Federal Government

The Clinton Administration 23
The Congress 23
The Supreme Court 23

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The Clinton Administration
The Congress
The Supreme Court

Student Objectives

Students will:

1. Identify key members of the Clinton administration and their chief responsibilities.
2. Describe the makeup of the 104th Congress and discuss the issues it took up.
3. Discuss the makeup and functions of the Supreme Court.

Terms and Concepts

- associate justice
- cabinet
- chief justice
- conservative
- "Contract with America"
- legislative gridlock
- liberal
- majority and minority leaders
- political action committee (PAC)
- whip

Activities

1. To introduce the unit, ask students to define government. Discuss why government is necessary. Divide the class into small groups of three or four students and ask them to consider and jot down answers to the questions below. (Encourage students to be specific and to cite examples whenever possible.)

- What services and rights should you expect from government?
- What impact does government have on your daily life?
- What impact can you have on the government and its policies?
- What would happen if government suddenly ceased to exist?

After an appropriate period of time, have a spokesperson from each group give his or her group's responses to the questions. Do all groups agree? Point out that differences of opinion on questions such as these reflect similar differences in political parties, Congress, and society at large.

Finally, ask students what conclusions they can draw from this discussion. Point out that it is vital that students be informed about all aspects of the operation of government and that becoming informed is one of the goals of studying *Current Issues*.

2. After students read "The Clinton Administration," have them consider the following questions:

- What qualifications are common for high-level officials in the executive branch?
- Why do you think certain persons were selected for certain positions? Were they all qualified? Have they had other federal jobs?
- What common personal characteristics or traits do many officials in the executive branch share?

Next, using a wide variety of current events sources, have students identify controversial or important issues being faced by officials listed in "The Clinton Administration." You might want to assign each official to one or two students to ensure that all are covered. Students should consider how decisions made by these officials influence the country, students' friends and neighbors, and the students themselves. Discuss the political ideology of several of these men and women, and encourage students to predict their actions during the next year.

3. Open the discussion by asking the class what "separation of powers" means. Explain that in the American political system, each branch of government is assigned a specific function: the legislative branch—Congress—makes laws; the executive branch—led by the president—enforces laws; and the judicial branch—federal courts and the Supreme Court—interprets laws. Review with the class the historical reasons for adopting this system. Ask what problems separation of powers can and does cause.

Next, have students read "The Congress," and then, working in pairs, allow them time to answer the questions on **Student Handout 1—Learning About Congress.** They can answer the first six questions from information in the chapter; they will have to use an outside resource to answer the last four questions. A local or state newspaper should provide the information.

After students have finished with the handouts, lead a class discussion based on their answers. Conclude by asking students, based on what they have read, to speculate on the major issues Congress will likely take up in 1997.

4. Begin the activity by asking students to imagine how society would operate if there were no courts to resolve differences of opinion. Discuss their responses. Then, point out some unique features of federal judges: (1) they are not elected; (2) they serve for life; and (3) they can only be removed from office through impeachment. Ask students to explain what the motives of the framers of the Constitution might have been for establishing such rules. (They wanted a judiciary free from political pressure and one that would base its decisions solely on the Constitution and the law rather than on what might be popular or politically expedient.)

Broaden the discussion by explaining that judges, like everyone else, have a broad range of opinions. The opinions they hold reveal whether they are liberal, conservative, or somewhere in between. Discuss with students how liberals and conservatives generally view the role of government in society. But also be sure to stress that attaching labels to political opinions can be misleading. Some Americans are liberal on social issues and conservative on economic issues. Others are just the opposite. In reality, most Americans consider themselves to be moderates in political ideology.

Focus the discussion by asking what difference it makes whether the Supreme Court has a liberal or a conservative majority. Students should read "The Supreme Court" in *Current Issues* and, either in class discussion or in writing, answer the following questions:

- What is the main function of the Supreme Court?
- How does the Court shape American political and social life?
- How has the Burger-Rehnquist court differed in its decisions from the Warren court?
- What influence has President Reagan had on the Supreme Court?
- What influence has President Bush had on the Court?
- What influence has President Clinton had on the Court?

5. To help your students read, comprehend, and think critically about information in the "Federal Government" section, ask them to complete the activities on **Student Handout 20—Learning New Information.** You may want them to work on the handout individually in class or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about the branches of the federal government and the budget. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on the federal government. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Encourage students to become and stay informed about current events by having them bring to class one article each week from a newspaper or magazine pertaining to a current issue. The article should be accompanied by a summary of its main points and the student's reaction to the issues it raises. By doing this, students will learn to appreciate that the U.S. political system is dynamic and flexible. Post the articles on a bulletin board under appropriate heads and spend a few minutes each day reviewing the new additions.

2. Have students research and write sketches of each Supreme Court justice. Urge them to pay particular attention to the justices' past records. Discuss each justice in class, and ask if justices ever change their political ideology once they are on the Supreme Court. Suggest some reasons why.

3. One often forgotten member of the administration is the vice president. Have students research the office of the vice president to find out what the qualifications are, what famous men have held the position, and what the vice president's duties are. Then lead a class discussion on these findings. How are vice presidential candidates chosen? Why did Bill Clinton choose Al Gore to be his running mate? Was Gore qualified? What qualifications was Bob Dole looking for when he chose his running mate in 1996? Have there been vice presidential candidates whose qualifications were questioned? Did any of them go on to become president? You might mention the concerns many had about Harry Truman's qualifications, or the fact that President Eisenhower had serious doubts about Richard Nixon and many advised Eisenhower to drop Nixon from the ticket in 1956.

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The Budget Deficit

Student Objectives

Students will:

1. Define concepts relating to the budget deficit and the national debt.
2. Recognize the difficulties in developing a budget and reducing the deficit.
3. Examine arguments presented by groups affected by budget decisions.
4. Express an opinion in writing.

Terms and Concepts

- appropriation bill
- authorization bill
- balanced budget amendment
- budget deficit
- discretionary spending
- joint budget resolution
- mandatory spending
- means testing
- national debt
- Office of Management and Budget (OMB)
- reconciliation bill
- revenue
- temporary spending resolution

Activities

1. Write on the board $1,635,300,000. Explain that this fugure represents the federal budget for fiscal year 1997. Students should read "The Budget Deficit," paying close attention to the charts and graphs.

Then, divide the class into groups of not more than five, and distribute **Student Handout 2—Ranking the Budget.** Give groups adequate time in class to complete the first part of the handout or allow them to do it as a homework project. Point out that the twenty categories listed are merely representative of the hundreds of existing programs. When everyone is ready, have a representative from each group read its list. Compare the results. Can the entire class reach a consensus on the nation's budget priorities? Next, have the groups meet again to discuss the second part of **Student Handout 2,** which asks them to describe the economic, social, and political implications of their budget as it reflect their priorities.

Refer students to the chart on page 44 of the standard edition of *Current Issues* and page 44 of the lower-reading-level edition, which shows how federal money is spent. In the subsequent discussion, try to address the following issues.

- The federal deficit poses serious problems for all Americans.
- Reducing federal expenditures is difficult, especially given the likely public response to cuts in popular areas.
- Increasing taxes may be necessary to balance the budget.
- Congress and the president must cooperate during the budget process.
- The ideological positions held by leaders in the executive and legislative branches exert a powerful influence on the budget process.
- Balancing the federal budget is not easy.

2. Divide your class into four groups of equal size and assign each group to represent one of the following.

- defense contractors
- members of the American Association of Retired Persons (AARP)
- supply-side economists
- the President's Council of Economic Advisers

The President's Council of Economic Advisers is looking for ways to reduce and eventually balance the federal budget deficit. It is considering the following proposals.

(1) raising tax revenues on wealthy Americans and eliminating tax breaks for corporations

(2) means-testing Social Security and cutting Medicare benefits

(3) making deeper cuts in the defense budget

The groups representing the defense contractors, supply-side economists, and AARP representatives should prepare arguments stating their positions for or against these proposals and pick one representative to argue their group's case in front of the Council of Economic Advisers. Each group should try to decide how these deficit reduction proposals would affect its interests. Meanwhile, the group representing the Council of Economic Advisers should be prepared to ask each group questions after its spokesperson has presented his or her arguments. After groups have testified, poll the entire class on which plan they believe would best bring down the deficit.

3. To help your students read, comprehend, and think critically about information in "The Budget Deficit," ask them to complete the activities on **Student Handout 21—Learning New Information.** You may want them to work on the handout individually in class or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about the budget deficit. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

1. Organize classroom debates on the following statements:

- A balanced budget amendment should be added to the Constitution.
- Congress should raise taxes to reduce the deficit.
- Social Security should be means tested.

Allow debaters adequate time to research their topics. Before beginning debates, select a timekeeper and a moderator to keep the debates orderly and to keep them moving. You may also want to select a panel of judges or simply poll the entire class at the end of each debate to determine a "winner." The affirmative, or pro side, should go first for a set length of time followed by the negative, or con side, for the same length of time. Then allow each side two to three minutes for rebuttal. After a "winner" has been determined, briefly discuss the strengths and weaknesses of the arguments.

2. Ask members of your class to write letters to their representative or senators about the budget deficit or some aspect of the federal budget. They should carefully study a part of the budget or a tax in which they are interested or that may affect them and their families, and then express their views in a thoughtful letter. Discuss with them the most effective way to express a view in a letter and suggest they invite their members of Congress to respond. They can address letters to:

(Senator's name)
Senate Office Building
Washington, DC 20510

or

(Representative's name)
House Office Building
Washington, DC 20515

Constitutional Rights

Student Objectives

Students will:

1. Identify the freedoms guaranteed by the Bill of Rights and the Fourteenth Amendment.
2. Understand the role of the Supreme Court in interpreting constitutional issues.
3. Describe due process and identify specific procedural rights included in the Constitution.
4. List and discuss arguments on both sides of a controversial issue.

Terms and Concepts

- Bill of Rights
- due process
- exclusionary rule
- Fourteenth Amendment
- James Madison
- *Miranda* ruling
- moment of silence
- *Roe v. Wade*
- search warrant
- *Vernonia School District 47J v. Acton*
- *Webster v. Reproductive Health Services, Inc.*

Activities

1. Introduce the unit by familiarizing the students with the Bill of Rights. Have students complete **Student Handout 3—Constitutional Amendments** using information provided in *Current Issues* and a copy of the Bill of Rights.

Review the handout in class to ensure that students are familiar with the rights guaranteed in the Bill of Rights and the Supreme Court decisions that have affected those rights. Then, use the following questions to lead a discussion about rights guaranteed in the Constitution.

- What does constitutional government mean? What are some characteristics of constitutional government?
- The First Amendment says "Congress shall make no law . . . abridging the freedom of speech. . . ." What does this imply? Does the First Amendment grant rights to Americans, or does it protect them from government infringement on their rights?
- Why did some framers of the Constitution believe the rights of citizens had to be protected from the government?
- Do you think the framers meant to absolutely bar any restrictions of speech and press? What kinds of expression do you think may not be protected by the Constitution?
- What procedural rights does an accused person have?
- What does "due process" mean? Who should decide what is fair, the legislature or the courts?

Urge students to read the Bill of Rights and jot down any questions they would like to ask during the study of this unit.

2. Divide your class into four groups (if you have more than thirty students, use eight groups) and assign one of the following topics to each group.

- abortion
- the exclusionary rule
- religious activity in public schools
- drug testing of students

Then, distribute **Student Handout 4—Topic Research** and give students sufficient time to complete the handout. Groups should answer the questions on their handouts as they apply to the topics they were assigned. Remind the students that they will be responsible for reporting back to the entire class. After they have finished with the handout, have each group report its findings to the class and allow the rest of the students to question group members. As the teacher, you may want to play devil's advocate by pressing groups to explain their reasoning. Encourage their classmates to pose tough questions to the presenters.

3. Divide the class into four groups of equal size. Label them A, B, C, and D. Then, tell students that individually they are going to poll a small number of people either in or out of school to find out opinions about two issues: school searches and drug testing for students. Half the class will take up school searches; the other half, drug testing.

Groups A and B will ask the following question of the people they poll.

> *Should schools be able to search students for drugs and weapons while on school property?*

Each member of group A will ask this question of three high school students. Group B will ask this same question of three adults in the community. Group members should not poll an individual that someone else has previously polled.

Groups C and D will ask the following question under the same rules.

> *Should schools be allowed to require students who want to participate in athletics or other school activities to submit to drug tests before they can play?*

Set a time limit for completion of the poll. Then, get groups together to tabulate results. They should determine the number of respondents who said no and the number who said yes. When all groups have finished, post the results on the board and lead a discussion based on the outcome. What do the results show about community attitudes on these matters? Do students have significantly different opinions than adults? Are there major differences when comparing the outcomes of the two questions? What comments did respondents make after they answered the question?

4. To help your students read, comprehend, and think critically about the information in the "Constitutional Rights" chapter ask them to complete the activities on **Student Handout 22—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about constitutional rights. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on constitutional rights. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. The role of the Supreme Court in interpreting the Bill of Rights is vitally important. Have students research key cases in which the Court has addressed constitutional rights. Listed below are some suggestions for research.

Cases dealing with freedom of belief:
- *School District of Abington v. Schempp (1963)*
- *Welsh v. United States (1970)*
- *Wallace v. Jaffree (1985)*

Cases dealing with freedom of expression:
- *New York Times v. United States (1971)*
- *Miller v. California (1973)*
- *Hazelwood School District v. Kuhlmeier (1988)*
- *Texas v. Johnson (1989)*

Cases dealing with rights of the accused:
- *Gideon v. Wainwright (1963)*
- *Miranda v. Arizona (1966)*
- *In re Gault (1967)*
- *United States v. Garrison (1984)*
- *Maryland v. Garrison (1987)*
- *United States v. Salerno (1987)*

2. One way of teaching students to appreciate the freedoms enjoyed by Americans is to have them compare civil liberties in the United States with civil liberties in other countries. Assign various countries to interested students and have them report back to the class. It may be interesting for them to report on rights in nations such as Canada, China, Cuba, Iran, and Russia.

Crime and Drugs

Student Objectives

Students will:

1. Examine possible factors responsible for the high crime rate in the United States.
2. Separate fact and opinion.
3. Survey community attitudes about crime and drugs.
4. Analyze graphs and charts.

Terms and Concepts

- Brady bill
- drug trafficking
- gun control
- Second Amendment
- "three strikes and you're out"
- mandatory sentencing
- trial by jury
- Violent Crime Control and Law Enforcement Act of 1994

Activities

1. Begin by telling students that you are going to read several statements relating to the issues of crime and illegal drug use in the United States, and that after each statement is read they are going to move to one side of the room or the other, depending on whether they think the statement is fact or opinion. Students who think the statement is a fact should line up on the left side of the room; students who think the statement is an opinion should line up on the right side. Begin with the first statement on the following list:

- Violent crime in the United States has risen nearly 20 percent since 1988. (fact)
- The illegal drug trade encourages violence and crime in U.S. cities. (opinion)
- The roots of crime are unemployment and poverty. (opinion)
- Of every 1,000 people arrested for violent crimes, only 350 are ever sent to prison. (fact)
- Juries are not capable of reaching a fair verdict based on the evidence. (opinion)
- The only way violent crime in the United States can be curbed is by limiting or banning handgun possession. (opinion)
- The majority of Americans polled on the matter believe that the government should fight crime by getting tougher on criminals. (fact)
- Drug abuse is a problem only for young, low-income, and minority Americans. (opinion)
- A high percentage of people in prison are guilty of drug-related crimes. (fact)
- In 1994 and 1995, the violent crime rate dropped in major U.S. cities. (fact)
- Most federal crime legislation passed during the 1980s and 1990s emphasizes enforcement and punishment over crime prevention. (fact)

After students react to each statement and both sides have stabilized, ask several students from each side to explain their position. Allow students to interact and ask questions of each other, but remind them that this is a discussion and an opportunity for you to determine what previous knowledge they have about the topic.

When all statements have been read, discuss how they can tell if a statement is a fact or an opinion. (Facts are based on supportive numbers, statistics, or documented evidence; opinions are based on a belief, an interpretation, or an impression.)

Conclude by reading each statement again and asking students to identify the specific information or words that distinguish it as fact or opinion.

2. After students have read "Crime and Drugs," tell them that they are going to find out how members of their community feel about crime. Distribute copies of **Student Handout 5—Community Crime Survey** to each member of the class. Then, have each student survey five people who live in their community. They should mark all five respondents' answers on one copy of the handout.

After students have completed the survey, bring them back together and tally the results on the board. Do the results of the survey show any clear attitudes about crime or drugs in your community? Discuss each item and why students think people responded as they did. Pay particular attention to items on which respondents were clearly divided. Ask class members if they think the gender, income, education, and religion of respondents had any bearing on the outcome.

You might want follow up this activity by asking the school or community newspapers to publish the results. Perhaps your students could write letters to the editor to accompany the results of the survey.

★ **3.** To help your students read, comprehend, and think critically about the information in the "Crime and Drugs" chapter ask them to complete the activities on **Student Handout 23—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about crime and drugs. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on crime and drugs. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Have students research crime statistics in your city and/or state. They should go to local police departments or read court records to find out the number of arrests and convictions for violent crimes for the most recent year or two years. They should also attempt to find out how many of those arrests and convictions were drug related. Ask them to compare the most recent statistics with earlier years and conclude whether or not violent crime is rising or falling.

2. Invite speakers to class to talk to your students about gun control. Ask a representative from each side of the issue to state why he or she is for or against stiffer gun control laws. Likely speakers would come from groups such as the National Rifle Association, Handgun Control, Inc., police departments, shooting clubs, and other organizations that have taken a stand on the issue. It may also be interesting to invite a constitutional lawyer to address the issue from the perspective of the Second Amendment. To help your students better understand the issue of gun control, you may want to obtain from Close Up Publishing a copy of the videotape *To Keep and Bear Arms: Gun Control and the Second Amendment.*

3. Discuss with your students the roots of the jury system and how the system works in your community. Ask students if they think the jury system is a fair and workable method for determining the guilt or innocence of accused criminals. After your class has a clear understanding of the jury system, arrange to take them to a courtroom where a jury trial is being held. Urge students to be alert for strong and weak arguments being presented by the prosecution and by the defense. They should pay attention to the reactions of jury members to certain points being made by the lawyers.

The next day, discuss the experience. Was the jury paying attention? Was the evidence complicated and difficult to follow? Do they think the jury they saw is capable of rendering a fair and true verdict? Urge the class to follow the trial to its end to find out the verdict.

The Economy

Student Objectives

Students will:

1. Recognize the interdependence of economic issues.
2. Respond to questions based on readings.

Terms and Concepts

- budget deficit
- Federal Reserve Board
- flat tax
- Group of Seven (G-7)
- income gap
- inflation
- international interdependence
- productivity
- recession
- supply-side economics
- unemployment

Activities

1. Begin by pointing out to students that many relationships among the economic concepts described in "The Economy" may not always be readily apparent to them. Then, distribute **Student Handout 6—Cause/Effect Relationships.** Divide the class into groups of three or four, and ask each group to analyze each pair of terms listed on the handout. They should try to determine how the two terms in each pair relate to each other. When groups have finished, have the whole class analyze the items on the handout. Use the discussion guide below to help you lead the class discussion. Encourage students to offer any additional relationships they may have noted along the way.

Discussion Guide for Student Handout 6

1. If other countries produce more, they can spread their costs among more products, thereby reducing the sale price of individual items.
2. People buy fewer American products and more foreign products when the dollar rises. Therefore, American companies may close down or reduce their workforce.
3. When the government overspends, it has to borrow money to pay its bills. This means that both the government and consumers are asking banks for loans. When demand goes up, prices generally follow. Interest rates work the same way: When demand for money is high, interest rates go up.
4. If businesses have to pay more to borrow money, they will be reluctant to expand. They will, therefore, be less likely to hire new workers.
5. If the value of money goes down (inflation), people have little incentive to save. Therefore, banks have less money to loan to consumers or businesses.
6. If taxes are reduced, businesses can keep more of their profits to use for expansion. Thus, they will likely hire more workers.
7. When people are laid off, they can collect unemployment compensation. When unemployment rises, the government has to pay more for unemployment compensation, causing the deficit to worsen. Plus, unemployed people pay less in taxes; this also adds to the deficit.
8. When Americans reduce the number of foreign products they buy, they reduce the income of foreigners. Thus, foreigners have less money to spend on imports from the United States.

2. To help your students read, comprehend, and think critically about the information in "The Economy," ask them to complete the activities on **Student Handout 24—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about the economy. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on the economy. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Have students create a visual expression of a position they support from the "Debate" section of the chapter. Their visual could be in the form of a diagram, a set of political cartoons, a collage, or any other medium they wish to use. Tell them that they should illustrate their positions effectively enough so that others in the class can know exactly what their positions are by viewing the illustration. Once the visuals are finished, display together all those that represent the same topic. In a class discussion, have students analyze the illustrations. Which are the most powerful? Which would the current administration most support? Which would be most supported by the party out of power?

2. Organize debates on the key questions in "The Economy."

- The government should do more to close the income gap.
- The government should replace the current tax system with a flat tax.
- The government should raise the minimum wage.

Refer to the section on page 15 under "Instructional Strategies" to get tips on organizing and conducting your debates.

Education

Student Objectives

Students will:

1. Identify problems and reform efforts in U.S. public schools.
2. Debate issues of national education standards, bilingual education, and charter schools.
3. Match vocabulary words with appropriate descriptions.
4. Analyze charts and photos.

Activities

1. After students have read "Education" in *Current Issues*, ask them to list the problems identified in the chapter, including those identified by the report, *A Nation at Risk*. Then, in a class discussion, have them identify reforms that some districts and schools have made in response to the problems.

Once students understand the basic problems in education today and the types of reforms that are being implemented in school districts around the nation, have them do research on how the problems and reforms apply to your school district.

First, divide the class into groups of four or five. Then, tell students that they are going to present a mock television report called "Channel 99 Roving Reporter—Focus on Our School." They are going to report on the status of their school in relation to the problems and reforms identified in *Current Issues*. Each group should choose which research topic or topics to investigate. Sample topics are listed at the end of this activity; others could be added. Some topics will take more time to investigate than others, so divide them among student groups accordingly.

Student Handout 7—Research Outline can be used to help students organize their research. They should talk with teachers, counselors, administrators, and district personnel to learn pertinent information. After students have collected this information, they need to analyze the material and write down their thoughts. What changes do they think should be implemented to deal with the problems? What are the costs and/or benefits of such changes?

On the day of the mock TV report, have members from each group report to the class, taking the roles of reporters. Urge the rest of the class to question the reporters about their topic. If you have video equipment, tape the session.

To conclude the activity, ask students which reforms or changes they think should be implemented. Which ones may take time to implement? Which could be implemented quickly? How might the quality of their education be affected by implementation of their ideas?

Terms and Concepts

- *A Nation at Risk*
- bilingual education
- busing
- charter schools
- defaulted loans
- desegregation
- Economic Opportunity Act
- Elementary and Secondary Education Act (ESEA)
- Goals 2000: Educate America Act
- Head Start
- Higher Education Act
- magnet schools
- national standards
- school choice
- vouchers

Sample Research Topics:

- funding sources for the local school district and areas of possible budget cuts
- local district teachers' salaries compared to neighboring districts and to professions requiring similar educational levels
- local district testing program—what is tested, at what grade levels, and conclusions drawn from the test results
- school reforms in your state and district since *A Nation at Risk* was published
- percentage of district funds used for students with special needs, including any construction costs incurred to make buildings more accessible for students with physical disabilities
- district and state drop-out rates and how they are calculated
- graduation rate of students starting first grade
- state and federal requirements your district must meet
- comparison of per-pupil costs in your district with similar neighboring districts
- cost, benefit, and nature of program for instructing non-English-speaking students in your school or district
- satisfaction rate of students and teachers with your school
- programs for educating students who speak English as a second language
- charter schools or other alternative education programs in your district

2. Organize a debate over the issues raised by "Key Questions" in the "Education" chapter. Do not tell students which side or which issue they will actually debate until five or ten minutes before the debate begins. This tactic will force students to prepare to debate all three issues from both sides. Urge them to read *Current Issues* carefully along with other outside sources such as newspapers and newsmagazines. Debate the following statements.

- The federal government should set national education standards.
- Bilingual education should be abolished.
- Charter schools should be expanded.

Select students for issues and sides in any way you think best—either by having them state their preferences or by drawing names out of a hat. You may want to select small teams of students to represent each topic and side and allow them to prepare their arguments as a team, or you may wish to have students debate one-on-one. After each issue has been debated, ask the class which arguments were most persuasive. Ask debaters if their views changed or if they better understand the position of the other side.

3. To help your students read, comprehend, and think critically about the information in "Education," ask them to complete the activities on **Student Handout 25—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about education in America. Ask students to read their answers in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on education. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Regarding the question "Should charter schools be expanded?" ask students to decide if they would attend a charter school if they could choose. Why would they stay, or why would they change? Do they think that the schools in the area would change greatly? What would they look for in a charter school? Would the students in their school leave in great numbers to go to charter schools? Why or why not?

2. For purposes of comparison, have students investigate the school systems of England, Germany, Russia, or Japan. They should find it interesting to compare and contrast the systems. Among the topics that could be included are the role of the national government, attitudes toward ability tracking, general education requirements, typical course loads, and college admissions requirements.

3. Have your class conduct a survey to find out how many students in your school have part-time jobs. You might want to divide the class into several groups, with each group surveying a particular segment of students. For example, each of three or four groups could survey one grade in your school. Or, there may be some other groups in your school that you think might be interesting to survey. Dividing respondents into particular groups like this will allow your class to compare statistics and observe trends. Surveys should find out the following from each respondent.

- hours worked per week
- time of day respondent works (during school hours, after school, evening, or early morning)
- type of work
- gender of student
- reason for working
- extracurricular activities
- effect of job on school work

You may add to or subtract from this list as you see fit. Tally survey results and post them on the board or make copies for all to see. Discuss the results and their implications in class. It might be interesting for the school newspaper to publish the results of your class's survey.

Environment

Student Objectives

Students will:

1. Identify major types of pollution and their respective sources and effects.
2. Evaluate public policy options such as reducing acid rain and charging polluters for the cleanup of the environment.
3. Discuss steps they can take to protect the environment.
4. Explain how environmental issues are examples of interdependence and individual civic responsibility.
5. Identify consequences of environmental dangers.

Terms and Concepts

- acid rain
- carcinogen
- CFCs
- Earth Summit
- Environmental Protection Agency (EPA)
- global warming
- greenhouse effect
- ozone layer
- recycling
- Superfund
- toxic waste

Activities

1. To introduce the unit, have students look for examples of pollution in their school. Answers might range from graffiti on bathroom walls to litter around the school building. Write their answers on the board and ask students to place items on the list in categories (visual, noise, air, and so forth).

Then ask students to determine the causes of the various types of pollution listed. Causes may include careless students or teachers, cars in the parking lot, improper disposal of trash, and others. Which of the pollutants do they find most offensive? Why? What can be done to stop the polluting?

Next ask students to think about their community. What types of pollution identified on their school list also apply to the community? Are the causes and sources the same? What additional pollutants exist in the community? What are their causes? Which community pollutants concern them most? Is anything being done about pollution levels in the community? If not, why not?

Now, students should think about the larger region in which their community is located. Are there other types of pollution that affect their region that have not already been mentioned? What are their causes? Is anything being done about them? If not, why not?

Finally, ask students to draw tentative conclusions from the discussion. What more would they like to know? Why is the environment an important issue? If students are not familiar with the meanings of the words in the "Terms and Concepts" list, review the meanings with them.

2. Have students read the "Background" section in the "Environment" chapter of *Current Issues*. They will need to use this information and the information in the "Major Environmental Laws and Treaties" chart on page 114 in the standard edition of *Current Issues* and page 115 in the lower reading-level edition to complete **Student Handout 8—Pollution Analysis.** This handout, when completed, will give students an overview of seven major types of pollution, their causes, their effect on the environment, and legislation that deals with each type of pollution. The information on the table will be very useful to the students when they are doing research for other activities related to the environment.

The information in *Current Issues* will furnish most of the information needed to complete the handout, but not all of it. When students have completed as much of the table as they can, divide them into groups of four or five and have each group finish one of the incomplete sections using library resources to find the remaining information. Once the handouts are completed, have each group report its findings to the rest of the class. Ask students to analyze the information on the handouts and answer the following questions.

- Is the world facing an environmental crisis, or have the problems been exaggerated? Why or why not?
- Has legislation been effective in dealing with environmental issues? Should the government take additional action? Why or why not? Should the government relax federal regulations to help businesses and the economy? Why or why not?
- Is today's environment better or worse than it was twenty-five years ago? Explain your answer.
- Would you be willing to pay more for products or pay higher taxes for stricter environmental protection? How might this affect your standard of living?

Use student answers to these questions as a basis for a class discussion.

3. Have the class select the local environmental issue they think is most pressing. Students should gather information on this problem. Once they understand the basic problem, they should develop a list of questions they want to ask local politicians, business representatives, and environmentalists about the issue. Then ask students to choose one or more of the following activities.

- Have students write or call offices of their U.S. and state senators and representatives. Ask them to find out where these legislators stand on the matter and what they propose as a solution. Legislators will likely make their opinions known over the phone or in follow-up letters.
- If the issue they chose is affected by local businesses, have students contact one or two of the businesses and ask the company or companies to send representatives to talk to the class.
- Have students find out which local environmental groups are active in their area. Is there a branch of the Sierra Club, National Audubon Society, Greenpeace, Defenders of Wildlife, or Friends of the Earth nearby? Students should contact one of the environmental groups and invite a representative to the class to discuss the local issue. Students should prepare questions for the speakers, asking what is their role in the issue, what they suggest should be done, and what has been done.

- Ask interested students to write a letter to the editor of their local or school newspaper explaining how this problem affects the community, both directly and indirectly.

Once students have concluded their research and interviews, have them create a display that is based on the facts they have gathered and the actions they think should be taken.

4. To help your students read, comprehend, and think critically about information in the "Environment" chapter, ask them to complete the activities on **Student Handout 26—Learning New Information.** You may want them to work on the handout individually in class or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about the environment. Ask them to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on the environment. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Ask students to identify significant environmental problems facing the United States today. Once the list is on the board, have the class rank order the problems. Then, ask each student to take the list—with the order of issues scrambled—and give it to five other people of different age groups. They should ask each person to rank order the list of problems.

Back in class, collect all the lists, divide them into age groups, and try to determine if there is a pattern to how each age group ranked the problems. Put the resulting lists on the board or on large sheets of paper and hang them on the wall. Did the age groups perceive the significance of environmental concerns differently? Have students speculate as to why this might be. How might age and experience affect one's perceptions? Did any of the rank orderings surprise the class? How might they account for this unexpected ranking? Do any of the rankings indicate lack of information about the issues? Why might this be?

2. Ask students to pretend they are spokespersons for the Clinton administration. A decision has been made to open federal land to oil and gas companies. They should write a letter, which will be placed in a time capsule to be opened in 100 years, explaining this action to future generations.

Health Care

Student Objectives

Students will:

1. Describe the reasons for rapidly rising health care costs.
2. Examine why specific special interest groups supported or opposed President Clinton's Health Security Act.
3. Explain the personal importance of the health care issue.
4. Identify and define key terms related to the health care issue.

Terms and Concepts

- acquired immune deficiency syndrome (AIDS)
- block grants
- deductible
- health maintenance organizations (HMOs)
- Health Security Act
- human immunodeficiency virus (HIV)
- malpractice
- managed competition
- Medicaid
- Medicare
- universal coverage

Activities

1. Distribute **Student Handout 9—Student Survey.** Have students mark each statement true or false. Point out that this is a survey measuring perception rather than a test measuring factual knowledge. When everyone is done, consider each item individually, polling the students on whether they think the statement is true or false. Encourage students to explain their answers, drawing from their own experiences if possible. After the discussion, explain to the class that all the statements are true.

Next, have students read the introduction to the "Health Care" chapter in *Current Issues.* Discuss with them the reasons for rising health care costs. Broaden the discussion by asking them how people can cope with this problem. Point out that most Americans are covered by private health insurance and that medical insurance is a common fringe benefit for employees, yet nearly 37 million Americans have no health insurance. Ask students to think of ways in which America's health care problems might affect them personally. List their responses on the board and discuss why they are important. Responses may include such concerns as increased taxes, family stresses caused by health care expenses, or reductions in other government services that provide benefits such as student loans.

2. Early in his term, President Clinton proposed his Health Security Act, which would provide health insurance to all Americans. However, several special interest groups opposed his plan. Polls showed that middle-class Americans with health insurance feared reduced benefits and increased costs. (You may wish to remind students of the Health Insurance Association of America's successful ad campaign, which featured a middle-class couple, Harry and Louise, who questioned whether they would be able to keep their personal physician and what services would be covered.) Assign two or three students to research and present the perspective of one of the following groups to the class.

- public hospital administrators
- older Americans
- middle-class Americans with insurance

- part-time employees without medical insurance as part of their employee benefits
- Americans with disabilities
- private insurance companies
- small business owners

Using newspapers and journals, have students research how their assigned group reacted to the Clinton proposal. Why did their group support or oppose Clinton's plan? What did their group want from a health care plan? What did their group lobby against? Have each group state the argument for their special interest group. Encourage students to point out conflicts that their special interest group will have with other special interest groups. After all groups have had an opportunity to present their side, ask students to develop a policy that they think would best protect the interests of all citizens.

3. To help your students read, comprehend, and think critically about information in the "Health Care" chapter, ask them to complete the activities on **Student Handout 27—Learning New Information.** You may want them to work on the handout individually in class or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about health care. Ask them to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to expand your unit on health care in the United States. You may find them valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. If possible, have students invite parents, grandparents, physicians, and insurance brokers to sit on a panel discussing health issues. Students should prepare questions regarding Medicare, Medicaid, and other types of health insurance. Questions can range from the technical to personal experiences with health costs and medical care. Select one group of students to compile and edit questions submitted by the class and another to ask questions of the panel. If possible, students should make most of the arrangements.

2. One proposal to cut Medicare costs to the government is to make older Americans pay higher monthly premiums for supplemental coverage. Ask students to interview one older person who is eligible for Medicare and one younger working person to find out their opinions about that proposal. Students should then write a one-page report on their findings and read their reports to the class.

Immigration

Student Objectives

Students will:

1. Discuss which people can be called Americans and why.
2. Evaluate government policies toward immigrants.
3. Assume the role of an economic refugee.
4. Develop and defend an immigration policy of their own.

Terms and Concepts

- amnesty
- assimilation
- displaced person
- economic refugee
- employer sanctions
- immigrant
- official language
- political refugee
- Proposition 187
- quotas

Activities

1. To introduce the study of immigration, write the following questions on the board and have students share their responses.

- Who is an American?
- Are some people more American than others?

In the ensuing discussion, students may make ethnocentric or stereotypical statements, especially in response to the second question. Identify such statements. Ask students what negative consequences might result when certain people think that they are more American than other people. How might the community be affected by these consequences?

Emphasize the following points.

- An American is any inhabitant of North or South America.
- A U.S. citizen is anyone who was born in the United States, born of a U.S. citizen, or naturalized.
- Every nonnaturalized citizen is a descendant of an immigrant.
- American Indians, although often called "Native Americans," are descendants of people who probably came over the Bering Strait from Asia thousands of years ago.
- More than 50 million people have immigrated to the United States.

To conclude the activity, discuss key questions from "Immigration" in *Current Issues*.

2. Divide the class into groups of no more than five students. Distribute **Student Handout 10—Immigration Candidates.** Briefly review the instructions. Tell students that their groups have fifteen minutes to decide which, if any, of the candidates should be admitted to the United States.

Then, discuss student responses. Encourage them to explain their choices and tell which subjects caused the most division among the group members. Next, broaden the discussion by asking why immigrants come to the United States. Point out that most reasons can be classified into four categories: political, economic, religious, or family reunification.

Explain that the present law sets up a system of preferences. First priority is given to family members of U.S. citizens, followed by family members of lawfully admitted aliens. Third priority is given to members of professions in the arts and sciences. Last priority is given to skilled and unskilled workers who fill a labor shortage in the United States. Ask the class, "Does this preference system force you to change your decisions about who should be allowed in and who should be denied entrance?"

★ **3.** To help your students read, comprehend, and think critically about the information in the "Immigration" chapter ask them to complete the activities on **Student Handout 28—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about immigration. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on immigration. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. To prepare for a mock hearing of a Presidential Immigration Commission, divide the class into the following seven groups.

- California farmers
- border patrol officers
- employers of illegal aliens
- labor union officials
- immigrants legally residing in the United States
- public officials of a U.S.-Mexican border city
- the Presidential Immigration Commission

The group representing the Presidential Immigration Commission should prepare by studying current immigration laws and discussing the procedures they will use in the hearing. Meanwhile, using information from *Current Issues* and other sources, the other six groups should do the following.

- Identify their interests in, and concerns with, current immigration laws.
- Develop arguments supporting the interests they have identified.
- Collect evidence supporting their arguments.

- Identify areas where they may be willing to negotiate and compromise.
- Speculate on arguments that their opponents may use and develop a response to each argument.

When the groups have completed their work, conduct a hearing by the Presidential Immigration Commission. The commission's job is to develop a federal immigration policy to recommend to the president and Congress. The commission should attempt to draft a policy that satisfies—or is at least an acceptable compromise for—everyone. Emphasize to students that all sides may have to sacrifice some policies to get others they believe are more important. The commission should be familiar enough with current immigration legislation to make accurate recommendations. After each group has presented its position before the commission and all sides have had a chance to negotiate, the commission should come up with a final recommendation.

After the commission has presented its recommendation, ask students to abandon the identities they had in their groups and discuss the issues from their personal perspectives. They should refer to the pro/con positions they developed earlier. Has this exercise changed their positions? Why or why not? If they think the policy developed by the commission still presents a problem, what solution do they offer? Remind them of the need to satisfy a range of constituencies as represented in the hearing. Finally, compare their solutions with recently enacted immigration laws. What are the similarities and differences?

Conclude with a discussion of what students learned from the mock hearing. Emphasize the difficulty of reaching decisions when many different opinions are held and the value of compromise in a democracy.

2. Invite a recent immigrant to speak to the class. Have students develop questions the day before the interview. Sample questions might include the following.

- Why did you come to the United States?
- What problems did you face or do you continue to face?
- How are you dealing with these problems?
- Do you believe that the United States is the land of opportunity?
- What has surprised you most about the United States?
- What do you miss most about your native country?
- If you knew then what you know now, would you still have come to the United States?

Poverty

Student Objectives

Students will:

1. Explain why various age and income groups often disagree on the role government should play in alleviating poverty.
2. Analyze the relationship between entitlement programs and the budget deficit.
3. Identify and define key terms and programs related to poverty.

Activities

1. Tell students that they are going to participate in a Senate hearing on domestic social problems. Some students will form a Senate committee, while the rest will represent a variety of interest groups expressing opinions about the following policies before the committee.

- The states should control welfare programs.
- The government should offer financial assistance to the working poor.
- The government should provide funds to expand empowerment zones in areas where unemployment and poverty are high.

Divide students into the Senate committee and the following fictional special interest groups.

- National Association of Single Parents
- United New Business Owners Association
- Society of Urban Dwellers
- United Parents of College Students
- United States Taxpayers Association
- American Association for Minimum Wage Earners

Allow some time for the groups to prepare their statements about the three issues. Each should decide what policies are best for its members and prepare its statement accordingly. Then, have each group appear separately before the Senate committee to present its views. After presenting its statement, each group should be questioned by members of the Senate committee. The committee should prepare questions related to the issues at hand.

After all groups have presented their views and been questioned by the committee, lead a class discussion about the hearing. Ask the class to discuss the best pro and con arguments and supporting data for each of the three issues. If they were senators, how would they vote on each issue and why? What has this simulation taught them about why the political system often has difficulty establishing and funding social programs?

Terms and Concepts

- Aid to Families with Dependent Children (AFDC)
- block grants
- cost-of-living adjustments (COLA)
- earned-income tax credit (EITC)
- Economic Opportunity Act of 1964
- empowerment zones
- entitlement programs
- food stamps
- Great Society
- Medicaid
- Medicare
- New Deal
- Social Security
- supplementary security income

2. Write the following question on the board: What is a generalization? Then, ask students to respond to it. Explain that if there are no supporting facts, a generalization may not be correct. After a brief discussion, distribute **Student Handout 11—Supporting Generalizations with Facts.** Make sure all students understand the instructions on the handout. Allow them time to work on the task in class, or assign it as homework.

Next, review student responses to the items on the handout. Try to ensure that both sides of each argument are equally represented. While responses will vary, some possible answers include the following.

1. Agree: Social programs account for a large slice of the federal budget pie. During a recession and a time when the nation faces a huge budget deficit, the government cannot expand social services.

   Disagree: Nothing is more important than the welfare of Americans. The money is there to maintain or expand programs, but it is spent on the wrong things, such as defense.

2. Agree: The federal government should invest in tax-free empowerment zones to improve the economy of economically depressed areas.

   Disagree: The federal government should not invest huge sums of money to establish tax-free empowerment zones that are doomed to fail.

3. Agree: Despite nearly sixty years of government social programs, millions of people still live in poverty. Programs such as AFDC provide reduced benefits to the working poor, thus discouraging welfare recipients from seeking work.

   Disagree: Most AFDC recipients are single mothers who support themselves and their children almost entirely through the welfare system. If it were not for public housing, even more people would be homeless.

★ **3.** To help your students read, comprehend, and think critically about the issues raised in the "Poverty" chapter, have them complete **Student Handout 29—Learning New Information.** You may wish to have students complete the assignment individually in class or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about poverty. Ask them to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on social programs. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Have students call or visit their local welfare or state employment office to find out basic information on the qualifications and procedures for applying for an entitlement program. Programs to consider for this project include the following.

- Aid to Families with Dependent Children (AFDC)
- food stamps
- Medicaid
- Medicare
- public housing
- Supplemental Security Income (SSI)

If possible, students should get an application form and interview a welfare or employment office worker about the application process. How would they feel if they were really applying for this program? Do they think benefits should be easier or harder to get? What was their general impression of the process?

2. Ask students to conduct an informal poll posing one of the following questions to a cross section of members of the community.

- What is your opinion of the government giving an income tax credit to a worker whose family income falls below the poverty level?
- What is your opinion of turning control of welfare over to the states?

Care should be taken to include several different age groups in the poll, ranging from teenagers to retired people. Have students write up the results of the poll, creating a table or graph to better illustrate their findings. Some direct quotes from survey participants should be included.

3. Have students research the problems associated with welfare and welfare reform and then draw up their own welfare reform proposal. If a welfare reform bill has recently passed Congress, ask students to evaluate its strengths and weaknesses and compare it with their own proposals.

Women and Minorities

Student Objectives

Students will:

1. Define affirmative action.
2. Discuss discrimination and steps taken to combat it.
3. Analyze photographs.
4. Examine the vocabulary of the chapter.

Terms and Concepts

- affirmative action
- Americans with Disabilities Act
- *Brown v. Board of Education of Topeka, Kansas*
- Civil Rights Act of 1957
- Civil Rights Act of 1964
- Civil Rights Restoration Act
- comparable worth
- domestic partners
- "Jim Crow" laws
- *Plessy v. Ferguson*
- poll tax
- segregation
- suffragists
- Voting Rights Act

Activities

1. Begin by asking students to define "affirmative action." Relate affirmative action to the American belief in equality of opportunity. Discuss with students whether racial and ethnic groups and women who have been victims of discrimination should be compensated in some way by the government.

To focus the discussion, distribute **Student Handout 12—Discrimination Cases.** Allow enough time for the students to consider each situation. Then, discuss the issues raised in the handout. The following questions may help you lead the discussion:

- If you support affirmative action for an African American or Mexican American in any of the cases, would you also support it for a white American whose family is dysfunctional and has a low income and who attended a bad school?
- Do minority Americans who do not come from low-income families or who did not go to bad schools have a moral claim against society because their ancestors were oppressed?

Encourage debate on each case, and remind students that emotion alone is not an adequate basis for argument. What conclusion can students draw from this discussion? Why is this an emotional issue? Relate the discussion in class to a debate Congress may have on affirmative action, quotas, and civil rights.

2. Begin by having students discuss their own experiences. Have they ever been victims of discrimination? If so, in what ways? How did they react to their experiences? Do they think they have ever knowingly discriminated against someone else? What caused them to do so? Do students have different expectations for males and females? Do students feel discomfort when they are around a disabled person? Do they feel disabled students should be mainstreamed?

Follow this opening discussion by telling students to talk to their parents and grandparents or others in the community about what they remember about discrimination, the civil rights movement, and how women's roles have changed in their lifetimes. They should jot down notes as they talk to members of their family and community and then share this informal oral history with the class the next day. How do the stories compare?

Finally, divide the class into discussion groups of four or five for the purpose of defining prejudice and discrimination, talking about personal attitudes, and developing a short report on how prejudice comes about and what can or should be done to prevent it. Each group (or you) should choose a group leader to keep the discussion moving and orderly and to write the final report. As group discussions proceed, students should jot down notes to help them and their group leader prepare the paper. The reports should define prejudice and tell what kinds of discrimination exist today. They should tell who the likely victims of discrimination are and will be and speculate on what causes discrimination. Finally, the reports should offer solutions to discrimination and prejudice in the United States. After groups have had sufficient time, ask each group leader to report on his or her group's discussion and be prepared to answer questions from the rest of the class.

★ **3.** To help your students read, comprehend, and think critically about the information in the "Women and Minorities" chapter ask them to complete the activities on **Student Handout 30—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about women and minorities. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on women and minorities. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Select a group of four or five students to engage in a panel discussion on how changing social, economic, and political conditions require changing interpretations of the Constitution. They will need to plan their discussion and do some research on their topic. See the suggestions for conducting a panel discussion on page 16 in "Instructional Strategies" in this guide.

2. Invite a speaker from the Gray Panthers, LaRaza, the NAACP, or other minority advocacy groups to discuss with your class how federal actions have benefited their group and why such actions were necessary. Have students prepare questions prior to the presentation.

Lesson Plans

Foreign Policy Issues

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East Asia 83
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Defense

Student Objectives

Students will:

1. Define national security.
2. Compare and contrast views on national security issues.
3. Evaluate the current defense policies of the United States.
4. Draw conclusions about reading sections in *Current Issues.*
5. Analyze a chart.

Terms and Concepts

- "global police force"
- multinational peacekeeping
- national security
- NATO
- NATO partnerships
- readiness
- Strategic Arms Reduction Talks (START II)
- Strategic Defense Initiative (SDI)
- War Powers Act

Activities

1. Begin by asking students to pretend that they are responsible for the defense of a nation. Without giving them any more information, ask them what strategies they would use to defend their country. Categorize student responses and write them on the board. Likely categories include:

- build up arms—prepare for war
- use offensive tactics—"get them before they get us"
- negotiate treaties
- disarm—become neutral and nonthreatening
- develop defense fortifications

Point out that defending a nation is only one aspect of national security. Emphasize that national security is a complex concept with many facets.

Next, distribute **Student Handout 13—Defense Survey.** Allow students a few minutes to complete the questionnaire. When everyone is finished, encourage students to share their responses. This activity should get students to think about national security issues. The success of the activity depends very much on the debriefing. Try to bring out the following points and ask these questions.

- Military strength does not ensure success. (United States in Vietnam, Soviet Union in Afghanistan)
- National security interests of the oil-producing nations may be at odds with the interests of the United States.
- Should U.S. troops get involved in UN peacekeeping missions if U.S. national interest is not an issue? Should Americans care about peace in a place like Bosnia?
- If economic warfare is a greater threat to national security, how can the United States best combat this threat? Which country today poses the biggest economic threat to American security?
- Should some of the financial resources of the United States be shifted from the military budget to support democratic movements around the world? Should domestic programs be cut to provide increased funds for foreign aid?

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Conclude by asking students to reevaluate their ideas about national security. Have any of them changed their strategies as a result of this activity? They should recognize that national security means protection of vital economic and political interests as well as defense of the nation's borders.

2. Divide the class into five groups. Assign one of the following topics to each group.

- increasing defense spending
- reducing U.S. commitment to the defense of western Europe, Japan, and South Korea
- using the U.S. military to police conflicts in troubled areas
- closing U.S. military bases around the country
- reducing the U.S. nuclear arsenal

Each group's task is to prepare brief (three- to five-minute) arguments both for and against each issue. Have them present these arguments to the class. Tell the class they will secretly vote on each issue at the end of each group's presentation. No class discussion will be allowed until all the ballots are in, because judgments and criticisms could affect student voting.

Students will vote with paper ballots. The votes will be tallied and listed on the board, so students can see how their class voted on the issues without peer pressure.

You may need to help the groups prepare their oral arguments to ensure a balance of views for each side. Once the votes are tallied, have students discuss the results on each issue. Do any of the results surprise them? Do they think results would be different if the voting had not been confidential? Why or why not?

★ **3.** To help your students read, comprehend, and think critically about the information in "Defense," ask them to complete the activities on **Student Handout 31—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about U.S. defense policies. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on defense. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Students should take on the role of a presidential candidate. Have them prepare a campaign speech in which they address three defense-related issues.

- increasing the U.S. defense budget
- using U.S. troops to police conflicts in troubled areas
- reducing the nuclear arsenal

Have students write rough drafts of their speeches and hand them in. Select the best three or four for oral presentation.

2. Have students interview at least five friends (preferably from outside class) to learn their opinions about serving in the military. They might ask for their friends' views on mandatory service, voluntary service, college scholarships, retirement benefits, women in combat, and homosexuals in the military. Ask them to write a news article titled "Students Offer Opinions About the Military," based on what they found out in their interviews and in their readings in *Current Issues* and other sources. The goal is to incorporate fact and opinion in one article. The most thorough and well-written articles can be submitted to the school or community newspaper.

Democracy and Human Rights

Student Objectives

Students will:

1. Define and discuss democracy.
2. Define human rights and how Americans gained those rights.
3. Examine the UN Universal Declaration of Human Rights and compare it with the U.S. Bill of Rights.
4. Discuss the difficulties of guaranteeing human rights to all the world's people.
5. Learn which countries are free and which are not free by studying a map.

Terms and Concepts

- decolonization
- democracy
- democracy building
- free elections
- human rights
- national interest
- self determination
- sovereignty
- UN Universal Declaration of Human Rights

Activities

1. Write "democracy" on the board. Then ask students to call out basic features common to democratic nations. List their responses on the board. (The list will probably include items such as free elections, majority rule, multiple political parties, government based on a constitution, and so forth.) After a complete list has been compiled, briefly discuss the features of democracy. Emphasize the difficulties even Americans have in making democracy work, despite more than 200 years of experience. Do students think Americans are apathetic about their democracy? Why or why not? Why are voter turnouts in U.S. elections so low? Do students think democracy is an efficient form of government, able to meet the needs of the people while providing the nation with peace and security? Ask them to speculate on the future of such new democracies as Russia, Haiti, and South Africa. What should the United States do to promote the success of new democracies around the world?

2. Begin by explaining to students that in the United States, concern for human rights is one of the foundations of the American democracy. Write the following quote from the Declaration of Independence on the board.

> *We hold these truths to be self-evident, that all men are . . . endowed by the Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.*

Then, lead a discussion about the quote, asking students who wrote it and where it came from. What did Jefferson mean by "unalienable rights"? What rights do American have? Has the United States as a nation upheld Jefferson's rights?

Next, explain to the class that in December 1948, the newly established United Nations adopted its Universal Declaration of Human Rights. Distribute **Student Handout 14—United Nations Universal Declaration of Human Rights.** After students have had time to read the declaration and complete the exercises and questions at the end of the handout, begin a discussion based on their responses. When discussing the declaration, point out that applying the ideals listed in the document is difficult.

3. To help your students read, comprehend, and think critically about the information in the "Democracy and Human Rights" chapter ask them to complete the activities on **Student Handout 32—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about democracy and human rights. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

1. Divide a bulletin board into five sections and place the name of each of the following countries above one of the sections: China; Haiti; Nigeria; Russia; South Africa. Then, divide the class into five groups with each group being responsible for one of the above countries. Students should scan newspapers and news magazines each day looking for stories relating to democracy and human rights in their group's country. Then, by either clipping those stories or photocopying them, they should pin them in the appropriate column on the board. Spend a few minutes each day or week discussing the articles that are going up and why they are important. Discuss how certain stories may affect the United States and the people who live here.

2. Ask students to write a one-page reaction to the following quotation by Martin Luther King, Jr.

> *Injustice anywhere is a threat to justice everywhere.*

Ask for volunteers to read their papers in class.

International Trade

Student Objectives

Students will:

1. Compare and contrast protectionism and free trade.
2. Evaluate U.S. policy options to reduce the trade deficit by balancing the federal budget, increasing trade barriers, and increasing productivity.
3. Analyze a chart and a cartoon.
4. Match numbers and times to information learned from reading the text.

Terms and Concepts

- comparative advantage
- European Economic Community (EC)
- floating exchange rate
- free trade
- General Agreement on Tariffs and Trade (GATT)
- managed trade
- North American Free Trade Agreement (NAFTA)
- productivity
- protectionism
- quotas
- tariffs
- Trade Act of 1988
- trade deficit
- trade war

Activities

1. Use this activity to discuss costs and benefits of free trade and protectionism. Begin by pointing out to the class that: (1) the way in which a nation views tariffs may depend on how industrialized the nation already is; (2) some nations have used protective trade barriers to help them industrialize; and (3) a highly industrialized country may promote free trade knowing that undeveloped nations cannot compete.

Create two columns on the board under the heads **Free Trade** and **Protectionism.** Then, in a class discussion, ask your students to determine the effects of these two policies for each of the following people (write responses on the board).

- a U.S. manufacturer dependent on export sales
- a U.S. manufacturer receiving stiff competition from imported goods
- consumers living in a highly industrialized nation
- an unemployed American worker
- the owner of a technologically new industry with limited financial resources

Conclude by pointing out that because of the economic diversity of the United States, neither a completely free-trade nor a protectionist policy will satisfy all sectors of the nation. When the complexities of international affairs are added, easy solutions are invariably inadequate.

2. Inform students that they have just been appointed to the president's Council of Economic Advisers. The president has warned them that the continuing high trade deficit threatens the economic well-being of the nation. Jobs are being lost, tax revenues are decreasing, and the economy is being threatened. Students should find the best solution to the trade deficit. The president has identified three possible routes for addressing the problem. He wants his "advisers" to investigate each of the three; however, he does not want them to act as an advocate for any particular one. Rather, they are to investigate the costs and benefits associated with implementing each approach, and report their findings to the president and the rest of the class.

Distribute **Student Handout 15—Fact-Finding Sheet.** Then, divide the class into three groups, each investigating one of the following approaches the federal government might take.

- balancing the federal budget
- instituting protectionist measures
- helping U.S. industry increase productivity

Each group should divide in half with one half looking for strengths of the approach and the other half looking for its weaknesses. Remind students that the purpose is not to convince other group members that their position is the right one, but simply to gather as much information as possible to present to the group. Urge them to use the student handout to help them complete their tasks. After groups have completed their research, each should come up with specific policies based on their findings. Each group should then take its turn presenting its findings and recommendations to the entire class. They should recommend specific policies—for example, how the government will help industry increase its productivity—and evaluate the usefulness of the policy.

After the three groups have shared their findings with the class, lead a class discussion on the value of each of the approaches. Then, with a show of hands, poll the class on which approach they think will work best to reduce the trade deficit.

Conclude by reviewing the strengths and weaknesses of students' suggestions. What were the most important lessons of this unit? Why is international trade a difficult issue to resolve?

3. To help your students read, comprehend, and think critically about the information in "International Trade," ask them to complete the activities on **Student Handout 33—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about international trade. Ask students to read their answers in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on international trade. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. The president is the individual most able to influence American trade policy. Have students choose one of the following activities.

- Abraham Lincoln supposedly said: "I don't know much about the tariff. But I do know that when I buy a coat from England, I have the coat and England has the money. But when I buy a coat in America, I have the coat and America has the money." Write a hypothetical letter to Lincoln explaining the virtues of free trade and the dangers of protectionism.
- Recent presidents have been strong supporters of free trade. Have students write a letter to the president stating why they think free trade is good or bad for American industry and if he should continue or change his present trade policy. Students may wish to send their letters to the president.

2. Students should identify local residents whose livelihood is affected by international trade and invite several to speak to their class. This group could include a factory owner, a retailer, a banker, a factory worker, a farmer, and so forth. Ask students to prepare questions for the speakers in advance. You should make clear to speakers exactly what you want them to talk about; show them students' questions before they speak. Tell your speakers the topics that you have been discussing in class so they stay focused on issues with which students are familiar. Urge speakers to ask questions of students, getting them to think about all sides of a particular issue. If you have a speaker who strongly favors free trade, you should seek another speaker who believes his or her source of livelihood should be protected from foreign competition. Students should look for obvious differences of opinion between business owners and workers regarding protectionism or free trade.

Nuclear Proliferation

Student Objectives

Students will:

1. Analyze the dangers posed by the proliferation of weapons.
2. Evaluate U.S. policy toward sales of nuclear materials and technology.
3. Express an opinion based on factual and personal information.
4. Interpret a political cartoon and read a bar graph.

Terms and Concepts

- Baruch Plan
- Comprehensive Test Ban Treaty
- conventional weapons
- International Atomic Energy Agency (IAEA)
- nuclear club
- nuclear nonproliferation
- nuclear technology
- UN Nuclear Nonproliferation Treaty

Activities

1. Tell students that you are going to read several statements relating to nuclear proliferation and nuclear war. After each statement is read, students will move about the room on a continuum that ranges from "strongly agree" to "strongly disagree." Students who strongly agree with the statement should line up on the far left side of the room. Students who strongly disagree should line up on the far right side of the room. Students who do not have a strong opinion either way should line up in the middle of the room.

After directions are given, read one of the opinion statements and allow time for students to move to a point on the continuum. When the three lines have stabilized, ask several students from each line to explain their positions. Allow students to interact and ask questions of each other, but remind them to respect differing opinions and that this is a discussion, not a debate. After discussing each statement, read the fact statement that follows each opinion statement. Then ask students if they now want to move to another position on the continuum. Move on to the next statement and repeat the process.

Statements:

- Nuclear proliferation is a serious threat to world peace.

  Fact: Today at least five countries have nuclear weapons; ten other countries are suspected of having the capability of making nuclear weapons now or in the near future.

- It is possible for countries like the United States to sell nuclear technology to other countries without the threat of an increase in nuclear weapons worldwide.

  Fact: The United Nations created the International Atomic Energy Agency (IAEA) to ensure that members do not use nuclear technology to make weapons.

- Treaties are a good way to control the testing, manufacture, and acquisition of nuclear weapons.

  Fact: As many as eight international treaties have been written since 1959. No new nations have admitted developing nuclear weapons since 1964, and India is the only nation outside the "nuclear club" that has exploded an atomic device since then.

- The United States should set an example for the world by completely stopping sales of conventional weapons.

  Fact: Many nations besides the United States sell conventional weapons. Sellers depend a great deal on the profits such sales bring.

- Enemy nations who have nuclear weapons would hesitate to use them for fear of nuclear retaliation.

  Fact: The Soviet Union and the United States refrained from military conflict for more than forty years. During the Persian Gulf War, the allied powers and Iraq (which is suspected of having nuclear weapon capabilities) refrained from using nuclear weapons.

2. To help your students read, comprehend, and think critically about information in the "Nuclear Proliferation" chapter, have them complete **Student Handout 34—Learning New Information.** You may want them to complete it individually in class or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about weapons proliferation. Ask them to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on weapons proliferation. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Two regions of the world, Latin America and the South Pacific, as well as some individual cities around the world have established "nuclear-free zones." Within these zones, testing, manufacturing, and acquiring nuclear weapons are banned, and nations possessing nuclear weapons have agreed not to bring such weapons into the zones.

Ask students to call local governments to find out if their community or a nearby community is considered a nuclear-free zone. If so, obtain a copy of the statement(s) declaring the community as nuclear-free. If not, divide the class into groups of four or five to write a nuclear-free class statement for your school or community.

Ask groups to read their statements and discuss them. Do all students agree with such statements? What arguments can they give opposing the declaration of nuclear-free zones?

2. Organize one or more debates on the following statements.

- The world's major military powers should restrict and control the proliferation of conventional weapons just as seriously as they have restricted and controlled the proliferation of nuclear weapons.
- The United States should stop exporting conventional weapons to unstable parts of the world.
- The world's nuclear powers, including the United States, should stop all testing of nuclear weapons.

Before beginning the debates, allow students adequate time to research their positions and prepare their arguments. The affirmative side should speak first, followed by the negative side. Both sides should be given the same amount of time. Allow each side to then present a short rebuttal. After each debate has been completed, ask the remainder of the class which side they think "won." Discuss the strong and weak points of each argument.

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World Poverty and U.S. Foreign Aid

Student Objectives

Students will:

1. Identify characteristics of developing nations.
2. Explain the relationship between foreign aid and American interests.
3. Evaluate U.S. policy options regarding recipients and kinds of foreign aid.
4. Analyze charts and photos.

Terms and Concepts

- Agency for International Development (AID)
- bilateral aid
- Economic Support Fund
- family planning
- humanitarian assistance
- less developed countries (LDCs)
- malnutrition
- multilateral aid
- North-South conflict
- security assistance
- World Bank

Activities

1. Use a large world map to point out to students that most of the world's most impoverished nations are south of the Tropic of Cancer. Briefly discuss the terms "North" and "South." Ask why Americans and the U.S. government should have any interest in developing nations. In addition to exploring humanitarian concerns, discuss national security and economic security as factors in U.S. foreign aid politics. Students should consider how terrorism might become a more serious problem as developing countries struggle to develop. What could be the effect of increased terrorism on their development? Ask students to read "World Poverty" in *Current Issues* and jot down questions they would like to have answered while studying this unit. Have students share their questions with the class to determine common concerns.

2. Tell students that they are going to use a variety of resources to examine U.S. foreign aid policies and economic development in less developed countries (LDCs) and then write a position statement based on their research. First, divide the class in half. One half of the class will represent U.S. government and military officials. The other half will represent government officials from developing nations such as Bangladesh, Chad, Egypt, Haiti, and Peru. Divide each half into three subgroups and assign each subgroup one of the following policy statements.

- The United States should eliminate foreign aid.
- The United States should send foreign aid only to friendly governments.
- The United States should promote family planning in LDCs to stop population growth.

Distribute and urge everyone to complete **Student Handout 16—Cost/Benefit Chart** as they complete their assignments. Give students sufficient time to research their topics and prepare position statements with supporting evidence. Each group should be prepared to state its position and answer questions from the rest of the class.

The group representing U.S. officials should consider the following questions as it analyzes its information and develops its policy statement.

- What are the costs and benefits of this policy?
- How will U.S. citizens view this policy?
- What conditions should the United States impose for nations receiving aid?
- Should foreign aid decisions be based on the best interest of the United States or of the whole world?
- After deciding the U.S. position, what are the strongest pieces of evidence to support it?

Representatives of developing countries should consider the following questions as they analyze their policy statement.

- Is it reasonable to expect that developed countries with their own poverty problems should expend their resources to help less developed countries?
- What arguments can developing nations offer to counter U.S. policy decisions that may not be in their best interest?
- How would developing nations respond to criticisms that some of the problems they face are a result of a social structure that allows a few people to control most of the wealth and that aid programs simply help those who do not need it?
- Since it is unlikely that U.S. aid will be distributed evenly, what criteria do developing nations suggest for determining who receives it?

After each group has presented and supported its position and responded to questions, conduct a general class discussion. How do students personally feel about the issues? Is there any consensus? Have any changed their minds about foreign aid concerns since the introductory activity?

3. To help your students read, comprehend, and think critically about the information in "World Poverty and U.S. Foreign Aid," ask them to complete the activities on **Student Handout 35—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about world poverty and U.S. foreign aid. Ask students to read their answers in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on world poverty and U.S. foreign aid. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Have students investigate conditions (geographic, economic, demographic, political, cultural) that have inhibited the development of the poorest of the world's nations. They should look at countries such as Bangladesh, Burundi, Ethiopia, Haiti, Nepal, and Sudan, and then prepare an essay pointing out the conditions and recommending what type of foreign aid programs they think would best help these nations. They should conclude by speculating on how likely it is that the nation they investigated will receive such aid.

2. Divide students into groups of four or five. This activity should be done in two parts, possibly over two days. The purpose is to encourage students to make some decisions about U.S. foreign aid.

Have students use a world map, *Current Issues*, newspapers, and newsmagazines to compile a list of nations that they think should receive foreign aid from the United States. Particular attention should be paid to countries in Africa, Latin America, Southern Asia, the Middle East, and eastern Europe including the former Soviet republics.

Once each group agrees on its list, ask students to place an "N" before those countries where foreign aid will be based on need, a "P" where it will be based on politics, or an "NP" if both apply.

Then tell groups that they have a total of 100 points to assign as U.S. foreign aid money. Have them decide how many points should be spent for each country on their list. They should use all 100 points. When groups have finished, bring the whole class together and have each group share its choices with the class. Write the names of all the nations selected on the board, tally, and average the points the groups spent on each country. In this way, arrive at a class ranking for foreign aid recommendations. Compare the students' list to actual U.S. foreign aid expenditures, which are detailed on the chart on page 247 in the standard edition of *Current Issues* and page 251 in the lower-reading-level edition.

East Asia

Student Objectives

Students will:

1. Discuss reasons for and possible solutions to the U.S.-Japan trade imbalance.
2. Evaluate the important role Japan plays in the U.S. economy.
3. Debate U.S. policies toward Japan, China, Korea, and Vietnam.
4. Define key terms relevant to East Asia.

Terms and Concepts

- demilitarize
- human rights
- interdependence
- International Atomic Energy Agency
- MFN trade status
- "one China"
- productivity rate
- Tiananmen Square
- trade barriers
- trade deficit
- U.S.-Japan Mutual Security Treaty

Activities

1. Write "United States" and "Japan" on the board. Turning first to the Japan column, ask students to call out brand names of Japanese products that Americans commonly buy. Write their responses on the board. They will probably have little trouble coming up with names like Toyota, Nissan, Honda, Sony, and others. Then, focusing on the United States column, ask them to call out brand names of American products they think are commonly sold in Japan. It will soon become evident that coming up with second list is more difficult. You might want to have everyone turn to the chart on page 255 in the standard edition of *Current Issues* and page 261 in the lower-reading-level edition, "U.S.-Japan Trade." Point out that while the United States did export $64.3 billion worth of goods and services to Japan in 1995, Japan mainly bought raw materials such as lumber, food stuffs, and scrap metals. However, there are U.S. manufacturers, such as Boeing and Motorola, that successfully sell their products in Japan. Ask students what they think causes the trade imbalance between Japan and the United States. Are the Japanese being unfair? Is the trade imbalance a problem? Can the president or Congress do anything about reducing the trade deficit with Japan? Can the American people do anything about it?

2. Divide your class into four groups and tell them that each group is going to debate one of the following issues.

- Resolved: The United States should normalize diplomatic relations with Vietnam.
- Resolved: The United States should withdraw its military from Japan.
- Resolved: The United States should recognize Taiwan.
- Resolved: The United States should normalize relations with North Korea.

Each group should be divided into an affirmative team and a negative team. Debaters should use information in the "East Asia" chapter of *Current Issues* as well as outside sources to prepare their arguments.

When all research has been completed, begin the debates. The affirmative side should go first for five to ten minutes, followed by the negative side for five to ten minutes. Each side will then have a short period of time for rebuttal. If you find that too many students are not going to have a chance to speak, you may want several to serve as moderators, timekeepers, and judges.

After each debate, briefly discuss the topic with the whole class and ask students which side they thought was the winner.

★ **3.** To help your students read, comprehend, and think critically about information in the "East Asia" chapter, ask them to complete the activities on **Student Handout 36—Learning New Information.** You may want them to work on the handout individually in class or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about East Asia. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on East Asia. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Have students research what Asian companies are operating in your state. A list of foreign-owned firms can be obtained from the regional office of the U.S. Department of Commerce or your state's commerce or economic development office. The information gathered by students should include the cities in which these companies are located, the products they make, and the number of workers they employ. Ask the class to evaluate the economic effect of these businesses on the state or community.

2. Ask students to write a case study about a particular Japanese-owned company located in your community or state. The case study should include specifics regarding why the company decided to locate where it did. What problems did the community face when the company decided to locate there? How has the community benefited? How has the company benefited?

Europe

Student Objectives

Students will:

1. Examine the pros and cons of keeping U.S. peacekeeping troops in Bosnia.
2. Discuss the issue of U.S. foreign aid in general and aid to eastern Europe specifically.
3. Explain U.S.–European relations past and present.

Terms and Concepts

- buffer zone
- ethnic cleansing
- European Economic Community (EC)
- Fortress Europe
- Maastricht Treaty
- Marshall Plan
- nationalism
- North Atlantic Treaty Organization (NATO)
- Operation Joint Venture
- Yalta Conference

Activities

1. After students have read the sections about eastern Europe and U.S. aid to the region in the "Europe" chapter of *Current Issues*, spend a few minutes discussing the topic. Ask students to state their impressions of eastern Europe today. What do they think life is like there now? Which countries seem to be making the most social and economic progress? Which countries are making the least progress?

Next, focus the discussion on U.S. foreign aid in general. What do students know about U.S. aid? Where does most of it go? Where do students think U.S. aid should be going? Would it be wise for the United States to send aid to the struggling democracies of eastern Europe? Why or why not?

Finally, after discussing the topic in class, ask students to write a one-page letter to the president urging him either to send or not to send foreign aid to the countries of eastern Europe. Students should begin their letters with a clear statement of the policy they think the United States should assume, and then tell why they believe as they do. Ask for volunteers on both sides of the issue to read their letters in class.

2. Organize a role-playing activity in which participants will try to convince the president of the United States to either keep U.S. troops in Bosnia until peace is solidly in place or remove those troops as quickly as possible because keeping peace in Bosnia is not a vital U.S. interest. Students will play the following roles.

- **the president,** who will preside over the discussion, asking questions of both sides, and making the final decision
- **the secretary of state,** who favors keeping the troops there for as long as necessary because he or she believes doing so is in the national interest of the United States
- **a member of Congress,** who thinks U.S. troops should leave Bosnia as soon as possible and claims to have the support of a majority in Congress; the member does not belong to the same party as the president

- **the chairman of the Joint Chiefs of Staff,** who will go along with the president's decision, but worries about the safety of U.S. troops in Bosnia if they remain there for several years
- **the ambassador to the United States from Greece,** who believes U.S. troops are necessary to bring peace to the region; the ambassador, whose nation is a member of NATO, worries about religious and ethnic conflict spreading in Europe, perhaps to his country

After students have been assigned their roles, give them time to prepare their arguments. Each should be able to state his or her case in two minutes. The president should give each participant a chance to speak and ask questions of any of the participants. After the president has heard from each person, he or she should weigh the testimony, state the administration's plan, and tell why he or she reached that decision. Conduct as many sections of this activity as are necessary to involve all students.

3. For this activity, ask students to work in pairs. One person will represent the European perspective; the other, the American perspective. Give students twenty minutes to meet with their partners to discuss the following issues from both perspectives: (1) whether the United States should keep peacekeeping troops in Bosnia; (2) whether the United States should continue to defend Europe; (3) and whether the United States should send aid to east European countries.

Then, have all the "Europeans" get together in one part of the room and all the "Americans" in another. Both sides should select a secretary to record their "official" reaction to each policy issue. They should consider how each issue has affected them in the past, and how it will affect them in the future. What pleases or angers them about these policies?

Have the two secretaries present their sides' reactions to each issue. Encourage other students to participate by questioning the secretary or by elaborating on what the secretary is saying. This activity should enable students to see the validity of different points of view, and how this can contribute to the complexity of an issue.

★ **4.** To help your students read, comprehend, and think critically about the information in the "Europe" chapter ask them to complete the activities on **Student Handout 37—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about Europe. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on Europe. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Organize classroom debates on the following resolutions.

- The United States should send aid to eastern European countries.
- The United States should continue to defend Europe.
- The United States should continue its alliance with the European NATO countries.

Before beginning the debates, allow students adequate time to research their positions and prepare their arguments. The affirmative side should go first, followed by the negative side. Both sides should be given the same amount of time. Allow each side to then present a short rebuttal. After each debate has been completed, ask the remainder of the class which side they think "won." Discuss the strong and weak points of each argument.

2. Ask students to research newspapers, magazines, and other sources for stories dealing with the situation in Northern Ireland. They should look for stories detailing the history of the conflict and recent attempts by various sides to end it. Urge students to look for stories about U.S. involvement in the conflict as well. After they have gathered their information, students should write a two-page synopsis about the issue and be prepared to read their reports in class. Conclude by discussing the problem and speculating on its outcome.

Latin America

Student Objectives

Students will:

1. Compare and contrast the United States and Latin America.
2. Identify ways in which cultural misunderstandings and intolerance can be resolved.
3. Discuss current U.S. military, political, and economic policies in Latin America.
4. Identify Latin American leaders and define key vocabulary words.

Terms and Concepts

- *contras*
- Cuban missile crisis
- drug cartels
- Mercosur
- Monroe Doctrine
- North American Free Trade Agreement
- Reagan Doctrine
- Sandinistas
- Summit of the Americas

Activities

1. Write the names of the following Latin American countries on one end of the board (Mexico, Cuba, Haiti, and Colombia) and "the United States" on the other end. Tell students they are going to brainstorm their impressions of each country. Begin with each Latin American country listed. Ask students to call out words or short phrases that come to mind when they think about each of these countries. List their responses. Now ask the students to compare these four Latin American countries with each other. Circle the similarities among them. Then, write down words or phrases that the students say come to mind when they think of the United States. After brainstorming for five to ten minutes, lead a discussion comparing the countries of Latin America with the United States. What similarities are there? Differences? Do the Latin American countries appear to be quite different from the United States? Point out inaccurate student responses in the lists and discuss why they were mentioned. Conclude by discussing why it is important for these two regions to cooperate politically and economically.

2. Mexico and the United States share a 2,000-mile border, yet there is a great deal of misunderstanding on both sides. Alan Riding, author of *Distant Neighbors: A Portrait of the Mexicans*, has written that "probably nowhere in the world do two neighbors understand each other so little." Mexican Americans often find themselves torn, as though they have one foot in one culture and one in the other.

Distribute **Student Handout 17—A Plea for More Understanding.** Allow students time to read the essay. Then, discuss the following key issues raised by the author:

- Americans tend to stereotype Mexicans.
- Americans know little about Mexican culture.
- There are many aspects of Mexican culture that Americans might emulate.

This activity presents a good opportunity for minority students to air their opinions. Do any of them feel like the author of the article? What other difficulties do minorities have that were not mentioned?

Broaden the discussion by asking whether the three key issues raised by the author are true. Do Mexicans and Americans tend to stereotype each other? Do Mexicans and Americans know little about each other's culture? Are there any aspects of American culture that Mexicans might emulate, or vice versa? Conclude by having each student write a paragraph that begins: "The best way to resolve differences between Mexican Americans and other Americans is . . ."

3. Organize classroom debates around questions of U.S. relations in Latin America. Topics are:

- Resolved: The United States should lift the economic embargo against Cuba.
- Resolved: A U.S.-Latin American free-trade zone should be established.
- Resolved: The United States should provide economic support to Mexico.

Depending on available time, you will have to decide how many debates to hold. If time does not allow all students to participate in a debate, you might want to assign them to be judges, timekeepers, or moderators.

Alternate pro and con speakers, give each speaker a set length of time, and allow rebuttal arguments after all speakers have presented their arguments. When each debate is finished, ask the assigned judges and/or the class to choose which side they thought was most convincing and tell why.

4. To help your students read, comprehend, and think critically about information in the "Latin America" chapter, ask them to complete the activities on **Student Handout 38—Learning New Information.** You may want them to work on the handout individually in class or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion on Latin America. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activity

Use the following activity to enrich your unit on Latin America. You may find the activity valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Have students speculate about the future of U.S.-Latin American relations. Ask them to write an essay on what they think relations will be like in 2050. Will the relationship improve or deteriorate? Will free trade expand to the entire Western Hemisphere, or will countries become more protectionist and nationalistic? Have students read their essays in class. Is the class optimistic or pessimistic about future U.S.–Latin American relations?

2. Two countries in the Caribbean are possessions of the United States: Puerto Rico and the U.S. Virgin Islands. Ask interested students to research the history and government of these two countries and the details of their relationship with the United States. They may then write a short report on their findings or deliver an oral presentation in front of the class.

As an extension of this activity, you might want to organize a debate about statehood or independence for Puerto Rico. This may be an especially interesting activity if you have Puerto Rican students in your class or school. See the details for organizing a debate in "Instructional Strategies" on page 15 of this teacher's guide.

The Middle East

Student Objectives

Students will:

1. Compare and contrast proposals for peaceful resolution of the Arab-Israeli conflict.
2. Discuss possible U.S. foreign policy toward Iraq based on historical research.
3. Analyze maps and a cartoon.
4. Interpret a timeline.

Terms and Concepts

- Balfour Declaration
- Camp David Accords
- Gaza Strip
- Golan Heights
- Hamas
- Holocaust
- *intifada*
- Palestinian Authority
- Palestinian Liberation Organization (PLO)
- Palestine Mandate
- Persian Gulf War
- UN Resolutions 242 and 338

Activities

1. Tell the class that they are a group of Middle East experts employed by the U.S. Department of State. The administration has decided that the United States must keep pressure on all sides to bring peace to the region. Divide students into groups of seven with each person in the group representing one of the following interested parties: Egypt, Israel, Jordan, the PLO, Palestinians who reject PLO leadership, Syria, and the United States.

Students should use *Current Issues* and other sources to first complete **Student Handout 18—Mideast Peace Proposals.** To represent accurately the views of the various nations and interest groups, students will need time and access to a range of resources on the topic. After students have gathered sufficient information to represent their nation or interest group adequately, each group should meet to come up with a peace plan that it thinks is fair to all parties and has some hope of being accepted by the major players. Because it is unlikely that everyone will agree, the students will need to compromise and try to reduce the opposition. As part of its peace plan, each group must make recommendations about the following.

- The United States should support the establishment of an independent Palestinian state.
- The United States should pressure Israel to return the Golan Heights.
- The United States should support UN Resolutions 242 and 338.

The UN resolutions might be a good starting point for group meetings. A careful analysis of each group's response to those resolutions may serve to lay the foundation for their peace plan. Because of the constantly changing positions of the interested parties, it is critical that students examine not only background information, but current resources as well. Suggest available resources and ask students where they think they might find them. When each group has what it believes is an acceptable plan for bringing peace to the region, it should present its plan to the rest of the class.

Conclude by discussing the problems and proposals of each group. Discuss the problems for U.S. policymakers presented by the situation in the Middle East.

2. Tell students that they are going to conduct historical research about Iraq and U.S.-Iraqi relations, and then develop a recommendation to the Clinton administration. Divide students into groups of four. Each group should divide research tasks as it develops its policy recommendation. Each student in the group should find information and prepare a briefing sheet for other group members about one of the following topics.

- the creation of modern Iraq under Saddam Hussein
- the Iran-Iraq War of 1980-8
- the Persian Gulf War of 1990-1
- Iraqi actions since the Persian Gulf War

Students can use available information in "The Middle East" in *Current Issues*, as well as from outside sources. Emphasize that their research does not have to be extensive, but that it should be sufficient enough to allow them to make an informed policy recommendation to the president.

After group members have completed their research and prepared their briefing sheets, groups should get together to draw up their recommendations. They may decide to lift the economic embargo and normalize relations with Iraq, to pull away even further from the present Iraqi government, to ask for a meeting with Iraqi leaders to negotiate an agreement, to keep the status quo, or some combination of these actions. After groups have finished, ask one member from each group to present his or her group's recommendation to the class. Urge class members to ask questions of the presenter, to find out how and why his or her group arrived at its recommendation.

3. To help your students read, comprehend, and think critically about the information in "The Middle East," ask them to complete the activities on **Student Handout 39—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about the Middle East. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on the Middle East. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Have students cite specific examples of how each of the following factors has contributed to a lack of peace in the Middle East.

- religion
- national identity
- revenge
- paranoia
- interference from outside nations
- racism
- oil resources
- terrorism

Ask students to select two of their examples and hypothesize ways that peace might be achieved if those factors could either be limited or used to an advantage. Does it seem realistic that peace will be achieved in the Middle East?

2. Many of the problems of the Middle East, as well as its rich culture, are derived from its diversity. Have interested students make a wall chart of Middle Eastern countries and the ethnic groups that live in them. The chart should include information on religion, language, form of government, resources, per capita income, life span, and birth rates of nationality and ethnic groups. When the chart is complete, ask students how the information they have gathered helps to explain the continuing conflict in the region.

Russia

Student Objectives

Students will:

1. Describe U.S.-Soviet and U.S.-Russian relations since 1945 and the effect of ideology on those relations.
2. Discuss the relationship of location and geography to the history of U.S.-Soviet and U.S.-Russian relations.
3. Match names and accomplishments of prominent leaders.
4. Analyze maps, cartoons, and photos.

Terms and Concepts

- Chechnya
- Cold War
- Commonwealth of Independent States
- containment
- detente
- domino theory
- economic "shock therapy"
- Helsinki Accords
- hyperinflation
- INF Treaty
- NATO
- privatization
- SALT I
- SALT II
- START
- Warsaw Pact

Activities

1. To introduce this unit, ask students in a brainstorming session to call out words or short phrases they think describe today's Russia. Write their responses on the board. Then, do the same exercise asking students to come up with words or phrases describing the old Soviet Union. Write these responses on the board as well.

Next, ask the class to indicate with a show of hands whether they think each word or phrase in the first list has a negative, positive, or neutral connotation. After you tally the votes, mark each word with a plus sign for positive, a minus sign for negative, or a zero for neutral. Total the pluses and minuses and compare them. Do the same with the second list. How do the responses on the two lists compare? What are the implications of the differences in the two lists? Where did students get their images of Russia and the other republics? Where did they get their images of the old Soviet Union?

2. Display a large wall map of the world and compare the locations of the United States and Russia. Discuss locations in relation to latitude and longitude and bordering nations. Then, ask the class what effects location may have had on the history of the two countries and their past relationship with each other. Which nation probably has had the greatest concerns about security? Why? Briefly summarize Russian and Soviet history, emphasizing their vulnerability from both east and west and war losses in this century. Ask students how the location and history of the old Soviet Union might have influenced its leaders. Emphasize the sheer size of Russia compared to the United States. Compare the neighboring countries of the United States and Russia. Discuss the potential hostilities that may occur or have already occurred within Russia and among several of the former Soviet republics. Also point out probable differences in climate and access to oceans and seas.

3. Have students read "Background" in "Russia" and complete the timeline exercise on **Student Handout 19—Events in U.S.-Soviet and U.S.-Russian History.** They should also rate each five-year period according to degrees of positive relationship or negative relationship between the two countries.

When students have had sufficient time to complete the handout, discuss the events they selected. Point out any important omissions. Then, total the scores for their ratings, write them on the board, and talk about them. Urge students to explain their ratings. If there are major discrepancies among ratings, find out why. Discuss which incidents were most significant and why, and what effect those incidents had on U.S.-Soviet and U.S.-Russian relations.

After the important events have been identified, pair up students and have each pair select one event. One student in each pair should then write a newspaper article for an American newspaper presenting the U.S. position on the event at the time it happened. The other student should write an article for a Russian newspaper presenting the Soviet or Russian position. Then, ask the pairs to alternate reading their articles in class. Compare each pair of stories. How are they similar? How are they different? What do these similarities and differences suggest about how perspective can influence interpretations of facts? What implications do such interpretations have for international relations?

★ **4.** To help your students read, comprehend, and think critically about the information in "Russia," ask them to complete the activities on **Student Handout 40—Learning New Information.** You may want them to work on the handout individually in class or as a homework assignment or to complete the handout working in small groups.

After students have finished the handout, use the information to lead a discussion about Russia. Ask students to read their answers aloud in class and urge them to expand on the information they have gleaned from the reading.

Enrichment Activities

Use the following activities to enrich your unit on Russia. You may find the activities valuable for evaluation, extra credit, or as an additional assignment for the unit.

1. Over an extended period of time (perhaps a quarter or semester), have students collect newspaper and magazine articles about events in Russia and its relationship with the United States. Students should pick specific topics to investigate, such as U.S. aid to Russia, ethnic unrest, successes and failures of political and economic reforms in the new governments, the 1996 elections, the war in Chechnya, and so forth. Pin the articles to a bulletin board under appropriate headings and urge the class to review them every day. Near the end of the collection period, discuss the progression of the news stories and editorials. Have they changed in any way? How have they changed? Is reform moving ahead or falling flat?

2. Have students speculate about the future of U.S. relations with Russia by writing a report on what they think those relations will be like in 2000, 2025, and 2050. They should write one paragraph about each year. After the reports are complete, ask students to read them aloud in class. Discuss the reports and ask the writers how they arrived at their conclusions and opinions. Do they see relations generally improving or deteriorating? What future do they see for Boris Yeltsin? For the Commonwealth of Independent States? Do they think economic and democratic reforms will continue to proceed in Russia? Will improved relations between the world's major nuclear powers lead to nuclear disarmament?

Unit Test Materials

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The Federal Government

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. The Department of Veterans Affairs is the newest cabinet department.

____ 2. The 104th Congress was controlled by the Democratic Party.

____ 3. Democrats and Republicans generally agree on which federal programs should be expanded and which should be cut.

____ 4. One of the conflicts between the legislative and executive branches in recent years has been over how to balance the federal budget.

____ 5. The Constitution expressly grants the president the power to declare war.

____ 6. Although the Senate was eager to pass most of the proposals in the "Contract with America," the House of Representatives was inclined to go more slowly.

____ 7. Supreme Court justices are appointed by the president with the approval of the Senate and serve for life.

____ 8. President Reagan had a great effect on the present Supreme Court, having appointed three associate justices and the chief justice.

____ 9. In *Vernonia School District 47J v. Acton,* the Supreme Court said that school officials can ask student athletes to take a drug test.

____ 10. The legislative gridlock between the president and the 104th Congress was brought about by disagreements over health care.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. cabinet

12. majority leaders

13. political action committee (PAC)

14. chief justice

15. "Contract with America"

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Essay: Write a complete answer for each of the following.

16. Identify three members of the president's cabinet and briefly describe those members' responsibilities.

17. Describe why the federal government was forced to shut down in November and December 1995.

18. Explain the duties of the Supreme Court and why it is so important to the lives of the American people.

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The Budget Deficit

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. A budget deficit occurs when spending exceeds revenue.

____ 2. A budget deficit can be lowered by either raising spending or lowering taxes or a combination of both.

____ 3. The last budget surplus enjoyed by the federal government was in 1969, when Richard Nixon was president.

____ 4. The national debt is now more that $5 trillion.

____ 5. The budget deficit in fiscal year 1995 was the highest in history.

____ 6. Defense spending is the highest of the four main budget categories.

____ 7. The federal government shut down for two different periods of time in late 1995.

____ 8. An amendment passed by Congress to balance the budget will be added to the Constitution as soon as the required number of states approve it.

____ 9. Under Social Security, today's employees are paying the retirement benefits for today's retirees.

____ 10. Interest on the national debt has remained about the same throughout the 1990s.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. mandatory spending

12. national debt

13. discretionary spending

14. joint budget resolution

15. means testing

Essay: Write a complete answer for each of the following.

16. Write one pro and one con argument for each of the following statements.

    a. A balanced budget amendment should be added to the Constitution.

    b. Congress should raise taxes to reduce the deficit.

    c. Social Security should be mean tested.

17. Explain why most experts think that Social Security will dry up by the early twenty-first century if reforms are not made.

18. Explain why the federal government shut down in 1995 and what the president and Congress did to get it open again.

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Constitutional Rights

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. The Bill of Rights was part of the original Constitution.

____ 2. It is the responsibility of the U.S. Supreme Court to interpret if and how the Bill of Rights and the Constitution apply to certain situations.

____ 3. Virginia and New York, two of the largest states in 1787, were the first to ratify the Constitution.

____ 4. One of the most significant features of the Fourteenth Amendment is that it extends the Bill of Rights to cover state and local governments as well as the national government.

____ 5. The courts have ruled that a citizen's right to free expression is unlimited.

____ 6. The Second Amendment allows Americans to own any type of firearm.

____ 7. Police do not always need search warrants to conduct a lawful search.

____ 8. In *Roe v. Wade,* the Supreme Court ruled that a woman has a constitutional right to an abortion.

____ 9. In 1962, the Supreme Court prohibited state-sponsored school prayer in public schools on the grounds that it infringed on the separation of church and state.

____ 10. The Supreme Court has ruled that school officials have to prove "probable cause" in order to search a student's possessions.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. exclusionary rule

12. search warrant

13. *Miranda* ruling

14. *Vernonia School District 47J v. Acton*

15. *Webster v. Reproductive Health Services, Inc.*

Essay: Write a complete answer for each of the following.

16. Write one pro and one con argument for each of the following issues.

    a. Abortions should remain legal.

    b. A moment of silence should be permitted in public schools.

    c. Drug testing of students should be allowed.

17. List and briefly describe three amendments that protect persons accused of a crime.

18. Discuss the relationship of the Bill of Rights to the concept of democratic rule of the majority and give examples of tension between majority rule and minority rights.

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Crime and Drugs

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. In 1995, the violent crime rate in the United States was at its lowest mark since 1989.

____ 2. According to opinion polls, crime is one of the nation's top concerns.

____ 3. Crime is concentrated primarily in the suburbs surrounding large cities.

____ 4. All states require a unanimous vote by a jury to reach a verdict.

____ 5. Although the Brady bill has passed the Senate several times, it has not been passed by the House of Representatives.

____ 6. Most recent congressional crime bills have emphasized punishment over prevention.

____ 7. Nearly half of all people arrested for violent crimes are sent to prison.

____ 8. Drug trafficking generates an estimated one-fourth of all murders in the United States.

____ 9. An estimated 14 million crimes are committed annually in the United States.

____ 10. Americans own more than 200 million firearms.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. Brady bill

12. mandatory sentencing

13. "three strikes and you're out"

14. Second Amendment

15. Violent Crime Control and Law Enforcement Act of 1994

Essay: Write a complete answer for each of the following.

16. Write one pro and one con argument for each of the following statements.

    a. The government should enact stricter gun control laws.

    b. The government should reform mandatory sentencing laws.

    c. The jury system should be reformed.

17. Choose one governmental policy or law designed to reduce crime or drug use, and describe its purpose or goal. Then tell whether the policy is/was or is/was not effective and why.

18. Explain why most experts believe there is a direct relationship between poverty and crime.

19. Imagine you are a member of Congress writing a new national crime bill. List and briefly explain three items you would include in your bill.

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The Economy

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. President Reagan's economic plan included decreasing the amount of taxes paid by Americans.

____ 2. Many American firms have moved their factories to other countries to take advantage of lower foreign labor costs.

____ 3. Although the economy grew substantially during most of the 1980s, the national debt soared.

____ 4. The Roosevelt administration fought the Great Depression of the 1930s by lowering taxes and interest rates.

____ 5. During the 1990-1 recession, the Fed raised interest rates to lower inflation.

____ 6. During periods of high inflation, people are more inclined to save money.

____ 7. The U.S. economy was in recession during much of the Clinton presidency.

____ 8. Inflation is damaging to people on fixed incomes.

____ 9. By the end of 1995, the inflation rate remained high while the unemployment rate had dropped.

____ 10. Under a flat tax plan, wealthier people would pay a higher percentage of their income in taxes than low-income people.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. inflation

12. recession

13. supply-side economics

14. productivity

15. international interdependence

Essay: Write a complete answer for each of the following.

16. Write one pro and one con argument for each of the following.

    a. The government should do more to close the income gap.

    b. The government should replace the current tax system with a flat tax.

    c. The government should raise the minimum wage.

17. Who is most likely to be hurt most by inflation? Select one and defend your choice.

    a. a retired couple living on their savings and Social Security

    b. a young couple who just bought a house

    c. a middle-aged couple who own several apartments

    d. a recent college graduate starting to pay off a college loan

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Unit Test

Education

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. Local property tax-based funding for education often results in equal educational opportunities between low-income and wealthy districts.

____ 2. The federal government was not significantly involved in education until the 1950s and 1960s.

____ 3. Early efforts to integrate schools often depended on court-ordered busing.

____ 4. Early immigrants resisted having their children learn English.

____ 5. The greatest share of funding for public schools comes from the national level of government.

____ 6. Some people believe U.S. schools are becoming resegregated because many white Americans are moving to the suburbs.

____ 7. The Economic Opportunity Act of 1964 authorized federal scholarships for needy college students.

____ 8. In 1954, the U.S. Supreme Court ruled that segregated schools were unconstitutional.

____ 9. The number of people completing twelve years of school has decreased over the past five years.

____ 10. Supporters of charter schools think such schools would give parents more control over what their children are being taught.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. busing

12. desegregation

13. bilingual education

14. magnet schools

15. school choice

Essay: Write a complete answer for each of the following.

16. List one argument for and one argument against each of the following issues.

    a. setting national education standards

    b. abolishing bilingual education

    c. expanding charter schools

17. Explain the purpose of Head Start schools.

18. Identify reforms instituted by school districts in response to findings outlined in *A Nation at Risk*.

19. Explain why most communities support decentralized schools.

20. Identify three changes that you think would improve the quality of education in your school and explain how each would improve education.

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Unit Test

Environment

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. The greenhouse effect could melt polar ice caps and raise the level of oceans enough to flood many coastal U.S. cities.

____ 2. Changes in the average temperatures of a few degrees have little effect on Earth's weather.

____ 3. Acid rain is primarily a U.S. problem.

____ 4. Although the United States does not yet have a permanent underground repository for nuclear waste, the fifty states do have enough landfill sites for toxic and solid wastes.

____ 5. Nuclear waste can be dangerous for thousands of years.

____ 6. Toxic waste sometimes gets into drinking water.

____ 7. Most toxic waste sites have been identified and are being cleaned up.

____ 8. Incinerators that burn off solid waste and convert it into energy are almost pollution-free.

____ 9. The cost of pollution control is high, but so is the cost of allowing pollution to continue.

____ 10. The cost of pollution control efforts is often passed along to consumers.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. Earth Summit

12. ozone layer

13. greenhouse effect

14. Superfund

15. acid rain

Essay: Write a complete answer for each of the following.

16. Write a paragraph agreeing or disagreeing with each of the following.
    a. Communities should make recycling mandatory for their residents.

    b. Environmental regulations should be eased.

    c. Polluters should pay the cost of toxic waste cleanup.

17. Describe one major problem associated with the 1980 Superfund legislation.

18. "Many issues are not national but international." Support this statement by describing the international nature of one type of pollution.

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Unit Test

Health Care

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. Americans spend more on health care than do people in any other country.

____ 2. Americans spend nearly 25 percent of the country's gross domestic product on health care.

____ 3. Medicaid is a joint federal-state program to help older Americans pay for health care.

____ 4. Nearly 37 million Americans have no health insurance.

____ 5. Even people who are covered by private insurance sometimes go without medical treatment because they cannot afford to pay the deductible.

____ 6. Since the early 1980s, more than 1 million Americans have died from AIDS.

____ 7. Government-financed health care was a key part of President Lyndon Johnson's Great Society program.

____ 8. During the 1980s, health care costs increased at a rate near or below the rate of inflation.

____ 9. Medicare pays all the medical expenses of older Americans.

____ 10. The development of new medical technologies is reducing the cost of medical care.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. Health Security Act

12. human immunodeficiency virus (HIV)

13. managed competition

14. deductible

15. universal coverage

Essay: Write a complete answer for each of the following.

16. List and describe three reasons why health care costs are rapidly rising.

17. Compare and contrast Medicare and Medicaid.

18. Write a one-page essay either agreeing or disagreeing with the following statement: "Older Americans should pay more for Medicare."

19. Write a one-page essay either agreeing or disagreeing with the following statement: "The United States should provide universal health care coverage."

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Immigration

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. California voters turned down Proposition 187, which would have denied some state services to illegal immigrants.

____ 2. The Japanese Exclusion Act marked the first time that the United States closed its doors to any group.

____ 3. Most illegal immigrants to the United States come from Latin America.

____ 4. Quotas have generally favored immigrants from cultures already heavily represented in the United States.

____ 5. The strength of the U.S. economy has been a major force in attracting immigrants to the United States.

____ 6. The Refugee Act of 1980 allows someone fleeing economic hardship to be admitted to the United States.

____ 7. One argument against illegal aliens is that they take jobs away from qualified U.S. citizens.

____ 8. The 1986 Immigration Reform and Control Act granted some illegal aliens amnesty and allowed them to become citizens.

____ 9. The 1986 Immigration Reform and Control Act has made employers more cautious in their hiring practices.

____ 10. The McCarran-Walter Act of 1952 was designed to restrict the flow of immigrants from eastern and southern Europe.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. economic refugee

12. employer sanctions

13. amnesty

14. political refugee

15. assimilation

Essay: Write a complete answer for each of the following.

16. Provide one pro and one con argument for each of the following statements.

    a. The government should further restrict legal immigration.

    b. The government should adopt English as its official language.

    c. The government should deny social services to illegal immigrants.

17. Restrictive legislation has often been motivated by prejudice. Describe one such example.

18. Why did many native-born Americans favor immigration quotas in 1900?

19. Present one argument in support of and one argument against the premise that immigrants take jobs away from U.S. citizens.

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Unit Test

Poverty

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. In recent years, government spending for social programs has been greatly cut.

____ 2. President Roosevelt's New Deal stressed jobs and social insurance rather than direct relief.

____ 3. Medicare and Medicaid were parts of the New Deal.

____ 4. Entitlement programs are programs in which everyone who qualifies receives benefits.

____ 5. In 1995, Congress passed a bill that would have given block grants to states for them to spend on their own antipoverty programs.

____ 6. Medicare provides lower-income individuals with free or subsidized medical care.

____ 7. An unemployed person benefits greatly from the earned-income tax credit.

____ 8. Some states have already implemented programs for welfare reform.

____ 9. In 1995, 14 million people received AFDC benefits.

____ 10. President Clinton favors a welfare reform plan that would end federal guarantees of assistance to every needy family.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. empowerment zones

12. Great Society

13. Medicaid

14. earned-income tax credit

15. food stamps

Essay: Write a complete answer for each of the following.

16. Write one argument for and one argument against each of the following statements.

    a. The states, rather than the federal government, should control welfare programs.

    b. The federal government should offer financial assistance to the working poor.

    c. The government should provide funds to expand empowerment zones in areas where unemployment and poverty are high.

17. Why is budgeting for entitlement programs difficult?

18. What effect might benefit reductions have on children who are supported by a welfare recipient?

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Women and Minorities

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. "Jim Crow" laws were declared unconstitutional by the Supreme Court as early as 1896.

____ 2. The U.S. armed forces have been integrated since the Civil War.

____ 3. The Supreme Court ruled in *Brown v. Board of Education of Topeka* that maintaining separate schools for black and white students is unconstitutional.

____ 4. The poll tax was not barred until passage of the Twenty-fourth Amendment.

____ 5. Discrimination in programs receiving federal aid was declared unconstitutional in 1964.

____ 6. Federal law extends civil rights protections to people based on sexual orientation.

____ 7. Women earned the right to vote when the Fifteenth Amendment was passed shortly after the Civil War.

____ 8. Federal law requires that men and women be paid equally for equal work.

____ 9. In 1982, the Equal Rights Amendment (ERA) guaranteeing equal rights for women was added to the Constitution.

____ 10. Federal law bans the military from discharging a soldier for homosexual conduct.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. segregation

12. affirmative action

13. suffragists

14. Civil Rights Act of 1964

15. comparable worth

Essay: Write a complete answer for each of the following.

16. Write a paragraph agreeing or disagreeing with each of the following:

    a. The government should abolish affirmative action.

    b. The government should support comparable worth policies.

    c. Homosexual couples should be granted the same rights as married heterosexual couples.

17. Write an essay agreeing or disagreeing with the following statement: The history of the United States has been one of gradual expansion of both the meaning of civil rights and the groups to which they are extended.

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Defense

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. During the 1980s, the U.S. government cut defense spending because President Reagan believed the Soviet Union was no longer a threat.

____ 2. After World War II, U.S. military forces trained to fight one potential enemy—the Soviet Union.

____ 3. At present, the United States has about 1.7 million men and women in the armed services.

____ 4. Russia and other former communist nations are now members of NATO.

____ 5. The United States planned on keeping about 300,000 troops in Europe through 1995.

____ 6. The War Powers Act was passed by Congress in response to the invasion of Grenada by President Ronald Reagan.

____ 7. Only Congress can declare war.

____ 8. The United States is committed by treaty to defending allies around the world.

____ 9. During the Cold War years of the 1950s and 1960s, the United States often used military force to support pro-American governments threatened by communist forces.

____ 10. U.S. troops were sent to Bosnia in 1995 to keep a friendly government in power there.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. Strategic Defense Initiative

12. NATO

13. national security

14. "global police force"

15. War Powers Act

Essay: **Write a complete answer for each of the following.**

16. In a short paragraph, agree or disagree with each of the following statements.

    a. The U.S. defense budget should be increased.

    b. The U.S. military should be used as a peacekeeper in troubled areas.

    c. The United States should further reduce its nuclear arsenal.

17. Many critics have argued that military spending is a poor allocation of scarce national resources that could better be invested in other programs. Others say it is money well spent because it ensures national security and helps the economy. Write a paragraph stating your opinion, but support your argument with facts.

18. "The War Powers Act is an unconstitutional infringement on the power of the presidency." Write a paragraph stating your opinion about this statement. Support your argument with facts.

19. Discuss ways in which the United States helps defend its allies around the world.

20. Some experts claim the role of the U.S. military is changing. What arguments do they use to support their claim?

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Democracy and Human Rights

True/False: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. The United States was the first democracy to be established in the modern world.

____ 2. A great deal of decolonization took place after World War II because maintaining and administering colonies was expensive for the colonial powers.

____ 3. There are about twenty-five more democracies in the world today than there were in the 1970s.

____ 4. U.S. foreign policy has generally focused on promoting democracy around the world.

____ 5. President Bush sent U.S. troops to Grenada to remove the undemocratic dictator Manuel Noriega from power.

____ 6. The Universal Declaration of Human Rights was passed by the U.S. Congress after World War II to urge governments around the world to grant human rights to their citizens.

____ 7. Human rights have become much more important as a foreign policy issue because of the influence of worldwide television.

____ 8. China and the United States have agreed that the United States will no longer link trade and human rights in its relations with China.

____ 9. United Nations and U.S. troops helped restore elected President Jean-Bertrand Aristide to power in Haiti in 1994.

____ 10. Many of the countries of Latin America still do not have democratically elected governments.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. decolonization

12. self-determination

13. sovereignty

14. national interest

15. democracy building

16. Write a paragraph agreeing or disagreeing with each of the following.

    a. U.S. foreign policy should be focused on protecting human rights.

    b. The United States should not promote trade with countries that violate human rights.

    c. American troops should not be used to promote democracy in foreign countries.

17. List and explain at least two historical events that have led to today's unprecedented number of democracies around the world.

18. Name and briefly discuss three occasions on which U.S. troops were sent to Latin America to build democracy.

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Unit Test

International Trade

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. Tariffs discourage the purchase of domestic products.

____ 2. An advantage of operating a multinational corporation is that the company can take advantage of lower labor costs outside of the United States.

____ 3. Experts believe NAFTA will help reduce the U.S. trade deficit with Japan.

____ 4. The trade wars of the 1930s deepened the effects of the Great Depression.

____ 5. The trade deficit is blamed for the loss of thousands of U.S. jobs to foreign workers every year.

____ 6. The U.S. government encouraged foreign countries to sell goods in the United States after World War II.

____ 7. A country's climate may give it a comparative advantage.

____ 8. Protectionism may result in a trade war.

____ 9. GATT is an international organization established to set a code of conduct for nations that trade.

____ 10. The Trade Act of 1988 requires the president to increase trade with countries that limit U.S. trade.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. free trade

12. productivity

13. protectionism

14. quotas

15. trade deficit

Essay: Write a complete answer for each of the following.

16. Identify two trade barriers and explain how they would restrict trade.

17. What kinds of jobs are most likely to be lost by Americans to foreign countries under free-trade agreements such as NAFTA and GATT? Explain your answer.

18. Explain how the institution of trade barriers could hurt the U.S. export market.

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Nuclear Proliferation

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. The world's largest arms dealers are the oil-rich nations of the Middle East and Asia.

____ 2. The United States and other nuclear powers have agreed to transfer nuclear technology for electricity production and medical research.

____ 3. The International Atomic Energy Agency (IAEA) has the power to inspect nuclear facilities and enforce UN nonproliferation treaties.

____ 4. In 1994, Ukrainian leaders agreed to deactivate their nuclear weapons in exchange for U.S. aid and security assurances.

____ 5. While many countries have signed pledges not to acquire nuclear weapons, others have refused to make such promises.

____ 6. Peaceful nuclear reactors can be used to develop weapons.

____ 7. Many experts believe that the spread of nuclear weapons has increased over the past twenty-five years.

____ 8. China and France both conducted nuclear weapons tests in 1995.

____ 9. Many countries developing nuclear weapons have been engaged in conflicts with their neighbors.

____ 10. The development and manufacture of sophisticated military hardware accounts for hundreds of thousands of jobs in the United States.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. nuclear technology

12. nuclear proliferation

13. nuclear nonproliferation

14. conventional weapons

15. nuclear club

Essay: Write a complete answer for each of the following.

16. Write one pro and one con argument for each of the following:

    a. Current safeguards are adequate to control the spread of nuclear weapons.

    b. The United States should stop exporting conventional weapons to unstable regions of the world.

    c. The United States should ban nuclear weapons testing.

17. What are the powers of the International Atomic Energy Agency (IAEA)?

18. Choose one treaty or agreement you have read about. Which nations were involved? What were the terms of the treaty? Was the agreement successful? Why or why not?

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World Poverty and U.S. Foreign Aid

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. More than 1 billion people now live in poverty, many suffering from hunger and disease.

____ 2. Because of improved farming methods, Africa should soon recover from the severe food shortages it has recently experienced.

____ 3. The Rio Declaration said there was a link between poverty and environment decay.

____ 4. One reason that the United States provides foreign aid is to open up future markets for American products.

____ 5. Sales of American military equipment to friendly nations have increased as a result of U.S. aid to those nations.

____ 6. The United States commits about 10 percent of its annual budget to foreign aid.

____ 7. Most U.S. aid goes to areas in Africa that are experiencing famine.

____ 8. The highest population growth rates tend to be in the least developed nations.

____ 9. Most of the world's most impoverished countries are in the Northern Hemisphere.

____ 10. Starvation plagues more people today than it did thirty years ago.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. malnutrition

12. multilateral aid

13. bilateral aid

14. Agency for International Development

15. World Bank

Essay: Write a complete answer for each of the following.

16. Write one argument favoring and one argument opposing each of the following statements.

    a. The United States should eliminate foreign aid.

    b. The United States should send foreign aid only to friendly governments.

    c. The United States should promote family planning to slow population growth.

17. Identify three reasons why the United States has historically given foreign aid.

18. Explain the difference between humanitarian assistance and security assistance.

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East Asia

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. Japan rebuilt its postwar industries with the help of American aid.

____ 2. The U.S. trade deficit with Japan has steadily increased since the early 1980s.

____ 3. The United States and Japan agreed to a security arrangement in 1952.

____ 4. Trade is essential to the economy of Japan.

____ 5. In recent years, Japan has had the fastest-growing economy in East Asia.

____ 6. U.S.-China relations faltered when the United States accused some Chinese factories of illegally producing copies of U.S. products.

____ 7. Japanese-owned factories in the United States provide thousands of jobs for American workers.

____ 8. China has abandoned its communist government in favor of capitalism.

____ 9. The Japanese government has done little to assist Japanese business.

____ 10. In the early 1990s, U.S. officials were worried that North Korea was building nuclear weapons.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. trade deficit

12. the Diet

13. MFN trade status

14. Mutual Security Treaty

15. Tiananmen Square

Essay: Write a complete answer for each of the following.

16. From the perspective of a leading consumer advocate, write a letter to your member of Congress about U.S.-Japanese trade policies.

17. From the perspective of an unemployed autoworker, write a letter to your member of Congress about U.S.-Japanese trade policies.

18. Provide one argument for and against each of the following statements.

    a. The United States should withdraw its military from Japan.

    b. The United States should promote trade with China.

    b. The United States should normalize diplomatic relations with North Korea.

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Unit Test

Europe

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. One goal of Soviet foreign policy after World War II was to establish a buffer zone between the Soviet Union and Germany.

____ 2. All members of the EC signed the Maastricht Treaty in June 1992, and European unity became a reality on January 1, 1993.

____ 3. Until 1990, Germany was divided into two separate countries, the Federal Republic of Germany and the German Democratic Republic.

____ 4. NATO was originally formed to fight Nazi Germany during World War II.

____ 5. The economies of the United States and the nations of Europe are closely related.

____ 6. The Europeans were reluctant to approve GATT because they thought economic problems in the United States would drag down their economies.

____ 7. Both the United States and Russia have pledged to reduce the number of their troops stationed in Europe.

____ 8. Croatia, the largest and most powerful of the former Yugoslav republics, has tried to subdue its Muslim neighbors in Bosnia.

____ 9. Russia and several other eastern European countries are now members of NATO.

____ 10. Catholics in Northern Ireland want to split with Great Britain and become part of the Republic of Ireland.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. Yalta Conference

12. Marshall Plan

13. European Economic Community (EC)

14. Fortress Europe

15. nationalism

Essay: Write a complete answer for each of the following.

16. Provide one pro and one con argument for each of the following.

    a. Peace in Bosnia is a vital U.S. interest and American troops should remain there until peace has been secured.

    b. The United States should continue to defend Europe.

    c. The United States should send aid to eastern Europe.

17. Give two examples of economic interdependence between the United States and Europe.

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Latin America

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. Haitian President Aristide was returned to power after U.S. forces occupied Haiti.

____ 2. Mexico, like many other countries in Latin America and the Caribbean, has been politically unstable.

____ 3. Mexico is the United States' third largest trading partner after Canada and Japan.

____ 4. Cuba's communist revolution had little effect on other Latin American countries.

____ 5. Present U.S. policy toward Latin America emphasizes the containment of communism.

____ 6. In 1994, Mexico's economy suffered after President Zedillo lifted Mexico's fixed exchange rate against the U.S. dollar.

____ 7. In 1990, opposition candidate Violeta Chamorro defeated the Sandinista candidate, Daniel Ortega, in elections in Nicaragua.

____ 8. Aristide regained power in Haiti in 1994 after U.S. troops forced René Préval from power.

____ 9. The Monroe Doctrine is the basis of U.S. foreign policy in Latin America.

____ 10. Opponents of the North American Free Trade Agreement said that the agreement would harm U.S. workers because many manufacturing jobs will move to Mexico.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. Monroe Doctrine

12. Cuban missile crisis

13. Reagan Doctrine

14. North American Free Trade Agreement

15. drug cartels

Essay: Write a complete answer for each of the following.

16. Write one pro and one con argument for each of the following statements:

    a. The United States should lift the economic embargo against Cuba.

    b. A U.S.-Latin American free-trade zone should be established.

    c. The United States should provide economic support to Mexico.

17. Describe two major economic problems that seem to affect many Latin American countries.

18. Describe what happened to the relationship between the United States and Cuba in early 1996 and explain the event that affected that relationship.

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Unit Test

The Middle East

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. The modern history of the Middle East has been dominated by conflict between Arabs and Israelis.

____ 2. In 1947, the United Nations proposed that two states, one Arab and one Jewish, be created in Palestine.

____ 3. The United States at first refused to recognize the new nation of Israel.

____ 4. Egypt's President Nasser successfully unified all Arab nations into the United Arab Republic.

____ 5. Israel is the most populous country in the Middle East.

____ 6. Most Middle Eastern countries were European colonies at one time.

____ 7. The September 1993 peace agreement between the PLO and Israel included a provision by Israel to create a Palestinian homeland.

____ 8. Yassir Arafat is the leader of the PLO.

____ 9. Israel occupies the West Bank but no Israelis have been allowed to settle there.

____ 10. The Persian Gulf War was caused by Iraq's invasion and annexation of Kuwait.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. Balfour Declaration

12. Palestine Liberation Organization

13. UN Resolutions 242 and 338

14. *intifada*

15. Camp David Accords

Essay: Write a complete answer for each of the following.

16. Write one pro and one con argument for each of the following issues.

    a. The United States should lift the economic embargo against Iraq

    b. The United States should support the establishment of an independent Palestinian state.

    c. The United States should pressure Israel to return the Golan Heights.

17. Describe the causes of conflict in the Middle East from the perspectives of both a Palestinian and an Israeli.

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Russia

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. Under Mikhail Gorbachev, the Soviet Union held contested elections, reduced censorship, and sought to improve relations with the United States.

____ 2. Eleven of the former Soviet republics became members of the Commonwealth of Independent States.

____ 3. Boris Yeltsin led the August 1991 coup that overthrew Gorbachev and his Soviet government.

____ 4. The idea of the "domino theory" was developed by the Soviet Union to justify its invasion of Afghanistan.

____ 5. Detente refers to the easing of tensions between the superpowers in the 1970s.

____ 6. The Soviet Union ceased to exist after Mikhail Gorbachev's resignation on December 25, 1991.

____ 7. During World War II, the United States and Soviet Union were enemies.

____ 8. Many of the significant breakthroughs in U.S.-Soviet relations occurred under Presidents Nixon and Reagan.

____ 9. Despite an election victory for Boris Yeltsin in December 1993, his supporters did not win enough seats to gain power in the parliament.

____ 10. Boris Yeltsin's economic "shock therapy" included privatization and the lifting of price controls.

Definitions: Using complete sentences, write a short definition for each of the following terms.

11. Chechnya

12. Warsaw Pact

13. Cold War

14. economic "shock therapy"

15. privatization

Essay: Write a complete answer for each of the following.

16. Write one pro and one con argument for each of the following:

    a. Russia should be allowed to join NATO.

    b. The United States should continue to support Boris Yeltsin.

    c. The U.S. government should continue to send economic aid to Russia.

17. Describe the reasons for the tension between Boris Yeltsin and the Russian parliament during much of 1992 and 1993.

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Unit Test Answers

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The Federal Government

1. T
2. F—Republicans controlled both houses of the 104th Congress.
3. F—They often disagree.
4. T
5. F—The power to declare war is expressly granted to Congress.
6. F—The House passed most of the provisions of the "Contract," but the Senate was inclined to go slower.
7. T
8. T
9. T
10. F—The gridlock was brought about by disagreement over balancing the federal budget.
11. The cabinet is made up of the secretaries of thirteen executive departments and the attorney general, along with the heads of other key administrative agencies. All are appointed by the president and can be fired by the president.
12. The majority leaders are chosen by the members of the House and Senate whose party is in power. Leaders attempt to line up their party members when important votes come up and steer important legislation through passage in their respective houses of Congress.
13. PACs are tools through which special interest groups raise and contribute money to political campaigns.
14. The chief justice "leads" the Supreme Court in presiding over conferences, assigning associate justices to write opinions, and determining the list of cases the Court will consider. The chief is paid more than the associates; however, his or her vote carries no more weight than any of the other justices.
15. Many Republicans running for Congress in 1994 ran on a promise to bring ten bill proposals to a vote in the House in 1995. The proposals were part of a "Contract" devised by Speaker Gingrich to appeal to the American public for their support and votes.
16. Students can pick any three cabinet members. Refer to "The Clinton Administration" as a guide.
17. The government shutdowns came about because the president and Congress could not agree on a budget plan.
18. Answers may vary, but students should explain that the Court interprets laws and the Constitution. Its decisions are important because they can limit or expand the power of the federal government.

The Budget Deficit

1. T
2. F—A deficit can be lowered by reducing spending, raising taxes, or a combination of the two.
3. T
4. T
5. F—The deficit has gone down in the last few years; it was highest in 1991.
6. F—Mandatory, or entitlement spending, is the highest of the categories.
7. T
8. F—Congress has not yet passed a balanced budget amendment.
9. T
10. F—The interest continues to go up as the national debt increases.
11. Mandatory, or entitlement, spending covers programs such as Social Security, Medicare, and

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Medicaid. Anyone who qualifies is entitled to receive benefits.

12. The national debt is the sum of all deficits the U.S. government has accumulated over the years.

13. Discretionary spending pays for all the programs in the budget whose funding is adjusted by the president and Congress every year. It does not include defense spending.

14. A joint budget resolution is passed by both houses of Congress by April each year. It sets guidelines for how much the government can spend and predicts how much revenue it will take in.

15. Under a means-testing plan, retirees who have high incomes would not receive full Social Security benefits.

16. Students must present both a pro and a con argument for all three statements. Answers will vary. Teacher judgment is important to determine if answers are based on fact or are merely opinion. See "The Debate" at the end of the chapter for possible responses.

17. Many experts believe that Social Security will dry up in future years because the number of retirees is going up faster than the number of younger workers who are paying into the system. Americans are living longer and millions of "baby boomers" will begin to retire in 2008.

18. Congress and the president had not agreed on a budget for FY 1996 by October 1, 1995, when that fiscal year began. On two occasions Congress refused to approve temporary spending bills that would have kept the government running because the majority Republicans and President Clinton would not compromise on the budget plan. Both parties finally agreed to some concessions that allowed federal workers to go back to work.

Constitutional Rights

1. F—It was added by the first Congress in 1789 as the first ten amendments.

2. T

3. F—Virginia and New York refused to ratify the Constitution until they were promised that a Bill of Rights would be added.

4. T

5. F—The courts have ruled that certain types of speech and writing can be limited.

6. F—Federal laws passed by Congress restrict some kinds of weapons such as sawed-off shotguns and fully automatic machine guns and rifles.

7. T

8. T

9. T

10. F—The Court has ruled that school officials do not have to prove probable cause to search a student's possessions.

11. The exclusionary rule says that any illegally seized evidence cannot be presented in a trial.

12. A search warrant is a document secured from a judge prior to a search, listing items to be seized and the address to be searched.

13. In its 1966 decision in *Miranda v. Arizona*, the Supreme Court ruled that suspects in police custody must be read their legal rights before being questioned.

14. In *Vernonia School District 47J v. Acton (1995)*, the Court ruled that schools could require drug testing of student athletes.

15. In its 1989 decision in *Webster v. Reproductive Health Services, Inc.*, the Supreme Court gave states greater power to restrict abortions.

16. Students must present both a pro and a con argument for all three statements. Their answers must be factual, and the teacher's judgment is important. Refer to "The Debate" for likely responses.

17. The Fourth Amendment protects against unreasonable searches and seizures; the Fifth Amendment protects suspects from self-incrimination; the Sixth Amendment guarantees the right to a speedy trial with a jury, the right to an attorney,

and the right to confront witnesses; and the Eighth Amendment forbids excessive bail and cruel and unusual punishment.

18. Answers will vary, but students should base their answers on the information presented and discussed in this chapter.

Crime and Drugs

1. T
2. T
3. F—Crime is concentrated in the low-income neighborhoods of the inner city.
4. F—Several states require only a 10-2 or 9-3 vote to reach a verdict.
5. F—The Brady bill passed Congress in 1993 and became law as the Handgun Control Act in 1994.
6. T
7. F—Only about one-third are sent to prison.
8. T
9. T
10. T
11. The Brady bill, now the Handgun Control Act, calls for a five-day waiting period for the purchase of a handgun.
12. Mandatory sentencing laws obligate judges to sentence criminals to at least a minimum term in prison.
13. "Three strikes and you're out" refers to a crime-fighting tactic of giving mandatory life sentences to criminals convicted of three felonies for violent crimes.
14. The Second Amendment refers to the right of the people to keep and bear arms.
15. The Violent Crime Control and Law Enforcement Act of 1994 provided $30 billion over six years for crime control. The act added police officers, banned some assault weapons, and imposed some mandatory life sentences.
16. Students are asked to give both a pro and a con response to all three statements. Answers may vary, and teacher's judgment is important. Refer to "The Debate" for likely responses.
17. Student answers should focus on specific details from "Crime and Drugs" in *Current Issues*.
18. Answers should include information in *Current Issues* explaining how poverty and crime are related.
19. Answers should be supported by factual and accurate information presented in *Current Issues*, class activities, and discussions.

The Economy

1. T
2. T
3. T
4. F—Roosevelt fought the Great Depression by creating millions of public works jobs.
5. F—The Fed lowered interest rates to stimulate the economy.
6. F—During periods of high inflation, people are less inclined to save money.
7. F—The economy grew during much of the Clinton presidency.
8. T
9. F—Inflation remained low; unemployment did drop.
10. F—Under a flat tax, people would pay taxes based on the same percentage.
11. Inflation is a continuing rise in prices for goods and services.

12. A recession is a time marked by increased unemployment and declines in production, spending, and consumer demand.

13. Supply-side economics refers to an approach that limits the government's role in the economy. Supply-siders believe that the economy will flourish if businesses and consumers are allowed to pursue their own interests within a free marketplace not controlled by the government.

14. Productivity refers to the amount of goods produced per person per hour.

15. International interdependence refers to the dependence of the American economy on the economies of other nations and the dependence of other economies on the U.S. economy.

16. Students are to give both a pro and a con response to each statement. Refer to "The Debate" section at the end of the chapter for possible answers. Students may include other valid responses; therefore, teacher judgment is important.

17. The correct response is a. The retired couple will be hurt the most by inflation. While their costs go up, their fixed income does not. Others have a chance to increase their incomes.

Education

1. F—Unequal education opportunities often result from local property tax-based funding.

2. T

3. T

4. F—Most immigrants wanted their children to learn English.

5. F—Local governments provide most of the funding for education.

6. T

7. F—This act provided for adult literacy programs and Head Start; the Higher Education Act provided the scholarships.

8. T

9. F—The number has increased.

10. T

11. Busing refers to a court-ordered plan whereby school districts must transport students from neighborhood schools to other schools in the district to achieve racial integration.

12. Desegregation took place in U.S. schools after the Supreme Court ruled that it was unconstitutional for school districts to separate students by race.

13. Bilingual education refers to the practice of teaching students who do not speak English as a first language in both English and their native language.

14. Magnet schools offer specialized curricula designed to attract students from all over the district for the purpose of encouraging racial integration.

15. School choice refers to the practice of allowing parents in certain states or districts to choose the school they want their children to attend.

16. Students must provide one argument for and one argument against the three issues. Answers reflect student opinion, and teachers must use judgment when evaluating.

17. Head Start schools attempt to teach 3- and 4-year-olds basic concepts, such as prereading skills, that many believe will keep students in low-income areas from falling too far behind in elementary school. The goal is to help break the poverty cycle.

18. Reforms include raising graduation requirements, lengthening school days and years, increasing teacher salaries, and letting parents choose schools.

19. Decentralization allows parents a greater role in determining the kind of education they want for their children.

20. Answers will vary. Look for logical reforms that are supported by statements that indicate how each change would improve the quality of education. Students must identify three changes.

Environment

1. T

2. F—Such changes have great impact.

3. F—Acid rain is an international problem.

4. F—Many states have few sites left; others are running out of sites.

5. T

6. T

7. F—Many have not been identified, and all of those identified have not yet been cleaned up.

8. F—The incinerators can pollute the air and may produce hazardous ash.

9. T

10. T

11. Representatives from 178 nations met in Brazil to negotiate environmental agreements.

12. The ozone layer is a thin layer of gas that protects Earth from the harmful ultraviolet rays of the Sun.

13. The greenhouse effect refers to the gradual rise in the temperature of Earth's atmosphere caused by carbon dioxide trapping the Sun's heat.

14. Superfund is a pool of federal money established to clean up toxic sites when the businesses or people responsible for polluting the sites have not been found.

15. Acid rain is a highly acidic rainfall that causes damage to soil, plants, buildings, and bodies of water.

16. Answers will vary, but a good answer should contain a valid argument agreeing or disagreeing with each of the issues. See "The Debate" at the end of the chapter for possible responses.

17. Problems associated with Superfund include: (1) officials are unable to identify the original polluters of the sites; (2) when the original polluters are identified, they often are no longer in business; and (3) the amount of money in Superfund is not enough to pay for all the cleanups that are needed.

18. Answers will vary, but typical answers might include the following.
    - acid rain—This problem involves both Canada and the United States (and many nations in Europe).
    - stream and lake pollution—If the body of water crosses national borders, one nation alone cannot solve the problem if the other nation continues to pollute.
    - the Chernobyl incident—Air pollutants were carried across many national borders.
    - greenhouse effect/ozone layer—All nations need to consider how their nations add to these problems.

Health Care

1. T

2. F—Americans spend 14 percent of the GDP on health care.

3. F—Medicaid helps low-income people pay for health care.

4. T

5. T

6. F—310,000 Americans have died from AIDS as of 1996.

7. T

8. F—Health care has increased at a much faster rate than the general inflation rate.

9. F—Recipients have to pay the first $600 of a hospital stay and whatever extra amount doctors charge over the amount the government is willing to pay.

10. F—The new technologies are expensive, and the costs of equipment and services are passed on to patients and their insurers.

11. The Health Security Act was President Clinton's proposal that offered universal coverage and managed competition.

12. Human immunodeficiency virus (HIV) is the virus that attacks the white blood cells in the body and causes AIDS.

13. Managed competition is a policy that combines free-market forces with government regulation.

14. The deductible is the amount of money patients must pay before their insurance coverage begins.

15. Universal coverage refers to an idea that all Americans would be guaranteed health care coverage by the government.

16. Students should give three answers. Possible answers include: (1) the U.S. health care industry has steadily expanded its system to where people no longer pay their own bills (bills are being paid by insurance companies, Medicare, and so forth); (2) the development of expensive new technology has caused a rapid rise in costs; and (3) the rapidly aging population adds to the number of people with health problems.

17. Medicare is a two-part government program that provides for the health needs of older Americans. The first part of Medicare helps pay for hospital nursing care. It is funded through a payroll tax paid by each working person. The second part is called supplemental medical insurance; it covers 80 percent of doctor fees, laboratory tests, and other expenses and is optional. Medicaid provides for the medical needs of people on welfare.

18. Teachers should use their judgment when evaluating these essays. Students should take a stance and then defend it with specific evidence.

19. Teachers should use their judgment when evaluating these essays. Students are asked to take a position and then support it with factual arguments.

Immigration

1. F—Proposition 187 was passed.

2. F—The law was the Chinese Exclusion Act.

3. T

4. T

5. T

6. F—The act allows entry to political refugees, not economic refugees.

7. T

8. T

9. T

10. F—The McCarran-Walter Act added ideology to the requirements for admission of immigrants to the United States. Officials were concerned about immigrants entering the country who were communists.

11. An economic refugee is a person who flees his or her country because of poverty.

12. Under the Immigration Reforms and Control Act of 1986, employers can be fined up to $10,000 for each illegal alien found working for them.

13. Amnesty is a pardon from the government. In this case it was extended to millions of illegal immigrants.

14. A political refugee is a person who flees a country for political reasons, usually fear of the government that is in power.

15. Assimilation refers to the process of becoming like the majority population of a country.

16. Students must provide one answer for and one answer against the three issues. Answers reflect student opinion, and teachers must use judgment when evaluating. See "The Debate" at the end of the chapter for possible responses.

17. Students could give many examples from the list of legislation. Examples include the Chinese Exclusion Act and Gentlemen's Agreement, both of which excluded Asians because of American fears of Asians. The Quota Acts were also discriminatory, purposely based on census figures that did not accurately represent the ethnic makeup of the United States at the time the acts were passed.

18. Many native-born Americans were upset by the swing in immigration from northern and western Europe to immigration from southern and eastern Europe. They were unfamiliar with the cultural customs of the new immigrants and saw them as less desirable than immigrants who settled in the United States in the years prior to 1890.

19. Pro arguments could include: (1) the U.S. economy cannot absorb more immigrants, and (2) immigrants increase the overall labor pool and many are willing to work for lower wages, thus driving down overall wages.

    Con arguments could include: (1) immigrants are important because many are willing to take jobs that many native-born Americans turn down, and (2) the 1990 immigration law will create new jobs for Americans because it encourages the admission of well-educated immigrants who can create new businesses that will hire American workers.

Poverty

1. F—Spending for social programs has increased.

2. T

3. F—They were parts of President Lyndon Johnson's Great Society.

4. T

5. T

6. F—Medicaid, not Medicare, provides health care to lower-income individuals.

7. F—Only those workers who earn an income below the poverty level qualify for the earned-income tax credit.

8. T

9. T

10. F—President Clinton vetoed a welfare reform bill passed by Congress because it did not guarantee assistance to the needy.

11. Empowerment zones are designated places in certain rural and urban areas where unemployment and poverty are high. New businesses are given certain tax breaks for locating in such areas and for hiring local workers.

12. The Great Society was the name of President Johnson's domestic policy program. Among its initiatives were a major civil rights law, Medicare and Medicaid, and the Economic Opportunity Act of 1964.

13. Medicaid provides free or subsidized medical care for low-income Americans. It is jointly funded by the federal and state governments.

14. An earned-income tax credit is an income credit —similar to a rebate—from the federal government given to families who earned less than $15,120 in 1995.

15. Food stamps are vouchers that eligible people can take to the store and redeem for food.

16. Answers will vary. Make sure that student statements are factual. See "The Debate" at the end of the chapter for possible responses.

17. It is difficult to calculate exactly how much each program is going to cost because payments go to whomever is entitled, and their numbers vary from year to year.

18. Answers will vary but may include the possibility of homelessness, lack of adequate food or clothing, and deteriorating health.

Women and Minorities

1. F—Some "Jim Crow" laws remained in effect into the 1960s.

2. F—The military was ordered to integrate by President Harry Truman in 1948.

3. T

4. T

5. F—Such discrimination was prohibited by the Civil Rights Act of 1964.

6. F—Federal law does not extend civil rights protections based on sexual orientation, although some state and local laws may extend these rights.

7. F—Women won the right to vote by ratification of the Nineteenth Amendment in 1920.

8. T

9. F—The ERA failed to receive approval of the necessary thirty-eight states and was not added to the Constitution.

10. F—The military can discharge a soldier if he or she displays homosexual conduct.

11. Segregation refers to the practice of separating people of different races or ethnic groups.

12. Affirmative action is a policy that requires employers to take positive steps to overcome the effects of past discrimination.

13. Suffragists were people who led the fight to get the vote primarily for women.

14. The Civil Rights Act of 1964 prohibited discrimination in public accommodations such as restaurants and hotels and in programs receiving federal aid.

15. Comparable worth is the idea that men's and women's salaries for jobs that require comparable effort, skill, experience, education, and responsibility should be the same.

16. Students must either agree or disagree with all three statements. Answers will vary. Teacher judgment is important to determine if answers are based on fact or are merely opinion. See "The Debate" at the end of the chapter for possible responses.

17. Teachers should use their judgment when evaluating these essays. Students must take a stance, and then defend it with specific evidence.

Defense

1. F—Defense spending increased because Reagan believed the United States was falling behind the Soviet Union in military strength.

2. T

3. T

4. F—Russia and other eastern European countries are only "partners" in NATO—not NATO members.

5. F—The United States reduced its troop strength in Europe to less than 100,000 by 1995.

6. F—The War Powers Act was passed during the Nixon administration and was in response to U.S. involvement in Vietnam.

7. T

8. T

9. T

10. F—The goal of the U.S. effort was to uphold a peace treaty ending Bosnia's civil war.

11. The Strategic Defense Initiative or "Star Wars" program was a defense system in space to destroy incoming enemy missiles.

12. NATO—the North Atlantic Treaty Organization—is a military alliance that includes the United States, Canada, most of western Europe, Greece, and Turkey.

13. National security means protection of vital economic and political interests as well as defense of the nation's borders.

14. "Global police force" is the term used by many experts to describe U.S. troops if they are sent to unstable parts of the world to keep peace.

15. The War Powers Act limits the president's use of U.S. troops by requiring the president to advise Congress before sending troops to a potential combat zone and limiting the time they can stay there without congressional authorization.

16. Students must either agree or disagree with all three statements. Answers should be factual, and teacher's judgment is important. See "The Debate" at the end of the chapter for possible answers.

17. The question calls for student opinion and critical thinking. Answers should be based on fact, and teacher's judgment is important.

18. The question calls for student opinion and critical thinking. Answers should be based on fact, and teacher's judgment is important.

19. The United States defends its allies by placing troops and nuclear missiles on allied soil, giving allies money to keep their defense systems up to date, and joining alliances such as NATO.

20. Experts who agree that the role of the U.S. military is changing point to a lessening of hostility with the Soviet Union and the need to be able to respond to the increasing potential for trouble in smaller countries such as those in the Middle East.

Democracy and Human Rights

1. T

2. T

3. F—There are 114 democracies now; more than double the number of the 1970s.

4. T

5. F—Bush sent troops to Panama to remove Noriega.

6. F—The Universal Declaration of Human Rights is a United Nations document.

7. T

8. F—The two countries have not agreed on the linkage of human rights and trade.

9. T

10. F—Nearly all Latin American nations are now democracies.

11. Decolonization refers to the period after World War II and into the 1960s when most European colonial powers gave up their overseas colonies.

12. Self determination is the belief that a country should have the ability to govern itself without outside control or interference.

13. Sovereignty refers to a country's independence from outside nations—or self-government.

14. National interest is similar to an individual's self-interest. A nation, like a person, bases its actions on what will be to its benefit or advantage.

15. Democracy building refers to the actions taken by the U.S. government to help bring or restore democracy in certain countries. Often such actions involve using the military.

16. Students must either agree or disagree with all three statements. Answers will vary. Teacher judgment is important to determine if answers are based on fact or are merely opinion. See "The Debate" at the end of the chapter for possible responses.

17. Students should refer to such events as the end of World War II and decolonization, the fall of the Iron Curtain, U.S. military efforts in several Latin American countries, political transformation in South Africa, and other events you may have discussed in class.

18. Answers should focus on U.S. efforts in Grenada, Panama, and Haiti.

International Trade

1. F—Tariffs discourage purchase of foreign products.

2. T

3. F—NAFTA only affects trade between the United States, Canada, and Mexico.

4. T

5. T

6. T

7. T

8. T

9. T

10. F—The Trade Act of 1988 requires the president to limit imports from countries that do not give American exports the same treatment as their products receive in the United States.

11. Free trade refers to trade without restrictions.

12. Productivity is a measure of the amount of goods produced per man-hour.

13. Protectionism refers to the erecting of barriers to free trade.

14. Quotas are an established maximum number of products that can be imported into the nation.

15. A trade deficit occurs when a nation buys more foreign products than it sells to other nations.

16. Quotas restrict imports to a specific number. Tariffs are taxes on imports that make foreign products more expensive than similar domestic products.

17. Low-skilled jobs are most likely to be lost because U.S. companies will move factories that employ such workers to countries where workers will command less money.

18. If the United States imposes trade barriers against importing nations, those nations may retaliate by limiting American imports into their own nations. That would hurt those American businesses that are trying to sell their products outside the United States.

Nuclear Proliferation

1. F—The five members of the UN Security Council are the world's top arms exporters.

2. T

3. F—The International Atomic Energy Agency has the power to inspect nuclear facilities but does not have the power to enforce treaties.

4. T

5. T

6. T

7. F—Many experts believe that the spread of nuclear weapons has slowed over the past twenty-five years.

8. T

9. T

10. T

11. Nuclear technology refers to developments in weaponry, energy, and medicine using atomic energy.

12. Nuclear proliferation refers to the spread of nuclear technology, usually relating to weapons.

13. Nuclear nonproliferation is the stopping or slowing of the spread of nuclear weapon technology.

14. Conventional weapons are nonnuclear weapons such as tanks, aircraft, and missiles.

15. The nuclear club refers to the group of nations that currently have nuclear weapon capabilities.

16. Students must provide one answer for and one answer against the three issues. Answers should reflect student opinion or factual information from the reading, and teachers must use judgment when evaluating.

17. The IAEA serves as a watchdog by inspecting nuclear facilities. It ensures that members of the international community do not use nuclear technology or fuel to make bombs.

18. Student responses may correspond to one treaty or agreement they have read about in the "Nuclear Proliferation" chapter.

World Poverty and U.S. Foreign Aid

1. T

2. F—Africa will likely continue to suffer severe food shortages.

3. T

4. T

5. T

6. F—The United States commits less than 1 percent of its annual budget to foreign aid.

7. F—Most aid goes to the Middle East and Latin America.

8. T

9. F—Most developing countries are near or south of the equator.

10. T

11. Malnutrition occurs when people have a diet that lacks proper nutrients.

12. The United States gives money to international aid organizations that then distribute these funds to needy countries as multilateral aid.

13. Bilateral aid goes directly from one country to another country.

14. The Agency for International Development is a U.S. government agency that oversees a variety of development and humanitarian assistance programs.

15. The World Bank is a multilateral aid source that grants aid based on need rather than politics.

16. Students are asked to give both a pro and a con response to each of the three statements. Answers will vary, but should be factual. Teacher's judgment is important. See "The Debate" at the end of the chapter for likely responses.

17. The United States gives aid: (1) to maintain a strong alliance system around the world; (2) to raise the standard of living in other countries, often enabling the recipients to buy more American products; (3) to promote political stability in a region by providing governments with military equipment and funds for economic development; and (4) for humanitarian reasons.

18. Development and humanitarian assistance helps developing nations build roads, power plants, schools, and hospitals and provides food for the hungry. Security assistance is used to strengthen the armed forces and economies of friendly governments, enabling such governments to buy American-made weapons, airplanes, and military vehicles, and to train soldiers for their national defense. It is also granted to friendly governments for general budget use and to finance development projects.

East Asia

1. T

2. F—It has declined steadily since reaching a peak in 1987.

3. T

4. T

5. F—China has had the fastest-growing economy in the 1990s.

6. T

7. T

8. F—The Nationalists fled to Taiwan after communists took over the mainland in 1949.

9. F—The Japanese government gives aid to promising industries.

10. T

11. A trade deficit occurs when imports exceed exports in value.

12. The Diet is the Japanese parliament.

13. Nations that receive most favored nation (MFN) trade status from the United States are given reductions in tariffs on goods they export to the United States.

14. The Mutual Security Treaty is an agreement signed in 1952 between the United States and Japan that ended U.S. military occupation but committed the United States to defend Japan in case Japan was attacked.

15. Tiananmen Square was the location in Beijing where an attack on prodemocracy demonstrators in Tiananmen Square by Chinese troops in 1989 resulted in thousands of deaths and injuries.

16. A consumer advocate would likely urge continued Japanese trade with few restrictions, because consumers would benefit from lower prices and high-quality products.

17. An unemployed autoworker would likely urge restrictions on Japanese imports so that U.S. industries, such as the automobile industry, could recover and expand and perhaps restore his or her job.

18. Students must present both a pro and a con argument for all three statements. Their answers must be factual, and the teacher's judgment is important. See "The Debate" at the end of the chapter for possible responses.

Europe

1. T

2. F—Denmark initially rejected the Maastricht Treaty, and European unity is not yet a reality, although the single market is in effect.

3. T

4. F—NATO was formed in 1949 as an alliance to protect Europe from invasion by communist forces from eastern Europe and the Soviet Union.

5. T

6. F—Europeans hoped that a GATT agreement with the United States would help their sluggish economies.

7. T

8. F—Serbia is the largest republic, and it has sent troops into Bosnia.

9. F—They are not yet members, but several have asked to join.

10. T

11. The Yalta Conference of 1945 was a meeting of the "Big Three"—Great Britain, the Soviet Union, and the United States—to discuss responsibility for rebuilding Europe after World War II. The meeting set the stage for the division of Europe into east and west.

12. The Marshall Plan provided billions of dollars in U.S. aid, investment, and trade to rebuild Europe after World War II.

13. The European Economic Community was formed in 1957. Its twelve member nations operate economically almost as if they were one country. In 1993 all trade barriers in the EC were eliminated.

14. Fortress Europe describes the world's largest and wealthiest free-trade market that would exist after European unity is fully functioning.

15. Nationalism is often described as a population's devotion to their religion, culture, or ethnicity.

16. Students are to give both a pro and a con answer to all three parts. Teacher judgment is important to determine if answers are based on fact or are merely opinion. See "The Debate" at the end of the chapter for possible answers.

17. Answers will vary. Students might cite examples of economic interdependence such as loans from U.S. banks to European countries and vice versa, interest rates and the value of the dollar, the value of the dollar and cost of oil imports, and large volumes of bilateral trade.

Latin America

1. T

2. F—Mexico has been relatively stable politically.

3. T

4. F—Cuba's revolution inspired other revolutionary groups, especially in Central America.

5. F—Present U.S. policy emphasizes increasing freer trade in the hemisphere.

6. T

7. T

8. F—René Préval is the elected president of Haiti who replaced Aristide.

9. T

10. T

11. The Monroe Doctrine is the basis of U.S. foreign policy regarding Latin America. It said that the United States would regard any European attempt to reestablish colonies in the Americas or to intervene in the affairs of the Western Hemisphere as a hostile act.

12. The Cuban missile crisis occurred in 1962 after the United States learned that the Soviet Union had missiles in Cuba and was constructing missile launch sites. President Kennedy placed U.S. forces on alert and blockaded Cuba until the missiles were removed.

13. The Reagan Doctrine stated that the United States should strengthen its presence in Central America to prevent communist expansion.

14. The North American Free Trade Agreement would lower or eliminate tariffs on a large portion of U.S. exports to Mexico and Canada.

15. Drug cartels are crime organizations that wield considerable power in Colombia because they make so much money from illegal drug trafficking.

16. Students should give both a pro argument and a con argument for all three statements. Answers will vary but should be based on fact. Teacher judgment is important. Refer to "The Debate" at the end of the chapter for likely responses.

17. Choices could include: land ownership by a few families; land reform; unstable governments; civil war; lack of education; unemployment; and other social and economic problems.

18. U.S.-Cuban relations worsened in 1996 because the United States accused Cuba of shooting down two unarmed U.S. civilian airplanes in neutral air space.

The Middle East

1. T

2. T

3. F—The United States was one of the first nations to officially recognize Israel.

4. F—Nasser's attempt failed.

5. F—Egypt is the most populous country in the Middle East, with more than 55 million people.

6. T

7. F—The agreement gave limited authority to Palestinians in the occupied territories but did not promise them a homeland.

8. T

9. F—Thousands of Israelis have settled in the West Bank.

10. T

11. The Balfour Declaration was issued in 1917 by the British government. In the Declaration, Britain agreed in principle to a Jewish homeland in Palestine.

12. The PLO was formed in 1964 to lead the fight for the creation of a Palestinian state.

13. These UN resolutions call for an end to all declarations of war and for the withdrawal of Israeli troops from Arab territories. They also call for continued negotiations and the "just settlement" of the Palestinian refugee problem.

14. The *intifada* was a violent protest against the presence of Israeli soldiers in the occupied territories by Palestinians who live there.

15. The Camp David Accords established a framework for peace in the Middle East. President Carter brought together the leaders of Egypt and Israel at the presidential retreat at Camp David, Maryland.

16. Students are to write both a pro and a con response to each of the three statements. Their

answers must be factual, and teacher judgment is important. Refer to "The Debate" at the end of the chapter for likely responses.

17. Palestinians would say that their ancestors have been living in the region for hundreds of years, that the Israelis forced them from their homes in Palestine in 1948, and that the only way to get back their land is to fight. Israelis would say that their nation was legally established by the United Nations and that they have a right to it, that the land was given to them by God thousands of years ago, and that they will fight to hold on to it.

Russia

1. T

2. T

3. F—Yeltsin mobilized opposition to the coup and helped restore Gorbachev to the presidency.

4. F—The United States used the idea of the domino theory as part of its justification for involvement in Vietnam.

5. T

6. T

7. F—During World War II, the United States and Soviet Union were allies.

8. T

9. T

10. T

11. Chechnya is a predominantly Muslim region in southern Russia that has revolted against Russian rule and wants to become independent.

12. The Warsaw Pact was the military alliance of Soviet-controlled east European nations, designed to offset NATO in the west.

13. The Cold War was an era of conflict between the superpowers fought with propaganda, intimidating arms buildups, and attempts to gain allies through the use of economic and military aid.

14. Economic "shock therapy" refers to Yeltsin's radical measures to transform Russia's centrally controlled economy into a free-market system.

15. Yeltsin's plan of privatization is to sell state-owned assets to Russian citizens to encourage worker ownership and entrepreneurship.

16. Students are asked to write both a pro argument and a con argument for each of the three statements. Answers will vary, but should be accurate and factual. Teacher's judgment is important. Refer to "The Debate" in *Current Issues* for likely responses.

17. Students should mention that although President Yeltsin was popularly elected, the parliament was not. Many in the Russian Congress were holdovers from the old communist system and opposed Yeltsin's reforms. Since there is not a well-defined system of balance of power between the two branches, both are trying to exert control over the country. To settle the issue, Yeltsin called for a national referendum to ask the Russian people to vote on whether they wanted a parliamentary or presidential system of government.

Student Handouts

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Student Handout 1

The Federal Government

Learning About Congress

As you read "The Congress" chapter, look for answers to the following questions.

1. What was historically important about the 104th Congress?

2. Who was chosen speaker of the House of the 104th Congress? What state was he from?

3. Which of the two houses approved nine of the ten proposals in the "Contract with America"? Which of the ten failed to win approval in either house?

4. What is legislative gridlock? What issue was the main cause of the gridlock evident during the second session of the 104th Congress?

5. Under the Constitution, which branch of government is affected by term limits? What are some reasons why some Americans want term limits? What are some reasons why some Americans are opposed to term limits?

6. What is a political action committee (PAC)? Why do some Americans want to do away with campaign contributions made by PACs? Why do some Americans think PACs are valuable to the election and legislative processes?

Using sources outside of *Current Issues,* answer the following questions.

7. Who is the majority leader of the Senate? Who is the minority leader of the Senate?

8. Who is the minority leader of the House of Representatives?

9. Name the two senators who represent your state in Washington, D.C.

10. Name the member of the House of Representatives who represents your district in Washington, D.C.

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Student Handout 2

The Budget Deficit

Ranking the Budget

Listed below are twenty categories of federal programs. You are the budget director and must present the final budget to the president. Rank the programs in order of priority using the number 1 for the most important item, down to number 20 for the least important. Also indicate the percentage of the federal budget that you want to devote to each category. You may eliminate any programs you believe unnecessary and add any you believe essential.

Priority Rank	Percent of Budget	
		Defense
		Foreign aid (technical, military, humanitarian)
		Social Security increases
		Subsidized housing for people with low incomes
		Subsidy payments to farmers to maintain stable prices and inexpensive food
		Food stamps
		Space research and technology
		Highway construction
		National health program
		Aid to education
		Urban mass transportation
		Unemployment benefits
		Energy research
		Veterans benefits
		Drug control
		Environmental concerns (pollution control)
		Student loans
		Health research (AIDS, cancer, etc.)
		Cost of living raises for government workers
		Crime control (aid to states and local governments for law enforcement, training, and corrections)

After you have ranked the budget items, write a paragraph stating what you think will be the economic, social, and political implications of your budget.

1. Economic implications

2. Social implications

3. Political implications

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Constitutional Rights

Constitutional Amendments

Complete the chart using information from "Constitutional Rights" in *Current Issues.*

Amendment Topic	Purpose	Supreme Court Decisions About the Amendment
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

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Constitutional Rights

Topic Research

Name of topic: ______________________________

1. Why is your topic important?

2. What problems or issues does your topic pose?

3. List the positions that can be taken in regard to your topic.

4. What arguments can be offered to support each position?

5. What evidence did you find to support those arguments?

6. Who might be influenced by each position? How might they be influenced?

7. What are the costs to society of each position?

8. What are the benefits to society of each position?

9. What additional information would you like to have before making a policy recommendation? Where might you find this information?

10. What are your recommendations on this issue?

11. What steps can you take to promote the adoption of your policy?

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Crime and Drugs

Community Crime Survey

Survey five members of your community, asking each respondent whether he or she agrees or disagrees. Write each respondent's initials in the appropriate column, fitting the responses of all survey participants on this page.

	Agree	Disagree
1. Crime is a serious problem in my neighborhood.		
2. Stricter punishment and stronger law enforcement will reduce crime in the United States.		
3. Crime is concentrated in low-income neighborhoods in most cities.		
4. Unemployment and poverty are the indirect cause of most crime.		
5. Drug use and the drug trade are the causes of most crime.		
6. Strict gun control laws will curb violent crime.		
7. The right to own a gun is protected by the U.S. Constitution.		
8. Most people who are arrested for committing violent crimes go to prison.		
9. People who have been found guilty of at least three violent crimes should be imprisoned for life.		
10. Convicted criminals should be sent to prison for a mandatory length of time.		
11. Government should spend more money on drug prevention and less on punishment for drug users and traffickers.		
12. Juries turn too many guilty criminals loose.		

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Student Handout 6

The Economy

Cause/Effect Relationships

Explain the relationship between each of the events in the pairs listed below. How can a. cause b. to occur?

1. a. Productivity (production per worker per hour) is higher in many foreign nations than in the United States.
   b. Foreign products cost less than equivalent U.S. products.

2. a. The value of the dollar rises in comparison to the value of other currencies.
   b. Unemployment in the United States increases.

3. a. The federal government spends more than it takes in each year in taxes.
   b. Interest rates for consumer loans increase.

4. a. Interest rates increase.
   b. Employment opportunities decrease.

5. a. Inflation is high.
   b. Fewer bank loans are available.

6. a. The government reduces taxes.
   b. Employment rises.

7. a. Unemployment rises in the United States.
   b. The federal budget deficit increases.

8. a. Americans buy fewer imports.
   b. Foreigners buy fewer American goods.

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Education

Research Outline

Use this handout to gather information you need to prepare a mock television report.

Topic:______________________________

1. What are problems or areas of possible improvement?

2. What changes do I recommend?

3. Who will be influenced by my proposed changes?

4. How will they be influenced by my changes?

5. What are the benefits of my proposed changes?

6. What are the possible negative aspects of my proposed changes?

7. Other information:

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Student Handout 8

Environment

Pollution Analysis

Type of pollution or problem	Source or cause	Damage it causes	Extent of damage to date	Damage projections	Existing legislation
Global warming					
Ozone depletion					
Acid rain					
Nuclear waste					
Toxic waste					
Solid waste					
Endangered species					

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Student Handout 9

Health Care

Student Survey

You may work together to find the correct response for each of the following true/false statements. Use any source of information necessary to determine if the statement is true or false. If you cannot find the information, write down the answer you think is correct.

____ 1. In some states, family health insurance costs have risen as much as 400 percent since 1980.

____ 2. The average cost of a heart transplant is $162,000.

____ 3. Care for AIDS patients costs an average of $100,000 per patient.

____ 4. The health care industry accounts for about one-seventh of the nation's economy.

____ 5. People with low incomes are significantly less healthy than others.

____ 6. Federal, state, and local governments pay 40 percent of all health care costs.

____ 7. By 2000 the nation's health care bill will approach $1.7 trillion.

____ 8. About 36 million Americans have no health insurance.

____ 9. The average cost of malpractice insurance for a doctor is $13,500 per year.

____ 10. Low-income women are less likely to see a doctor in the early stages of pregnancy than are middle- or high-income women.

____ 11. Low-income men are 40 percent more likely to die of heart diseases than are middle- or high-income men.

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Immigration

Immigration Candidates

You are a member of the Immigration and Naturalization Service (INS). Your task is to screen people who are interested in immigrating to the United States. All the candidates described below would like to enter the United States, but under current U.S. law, immigration is limited and restricted. In the space provided, explain why each of the following persons should or should not be allowed to enter the United States as a permanent resident.

William Babington, Jr.—Thirty-nine years old; single; born and lived in Great Britain all his life; a college-educated engineer with a special skill in computer science. He carries the HIV virus.

José Mendoza—Forty-five years old; married with five children; native of Mexico; forced off his land by low agricultural prices and high inflation; willing to accept any job; desires that his children be given educational opportunities that he never had. He and members of his family cannot speak English.

Griselda Chaidez—Sixty-two-year-old Cuban who refused to leave her sick mother when the rest of her family fled to the United States in the early 1980s. She now wants to join her son and daughter, who have high-paying jobs and have become American citizens. She speaks both Spanish and English.

Ajit Patel—Twenty-nine years old; trained as a medical doctor in India; would like to come to America and begin a practice in pediatrics. His wife, Vanchhana, is a registered nurse. Both speak English and they have no children.

Phethsana Luangkhoth—Thirty-seven-year-old native of Thailand; owns the successful sandal manufacturing plant in which he first started working as a child. Married with three children. No one in the family speaks English.

Mayrling Reformado—Fifty-five-year-old Filipino civil rights worker; imprisoned twice by former President Marcos; was a member of the current administration until she began speaking out against civil rights abuses. She fears that if she stays in the Philippines, her life may be in danger. She is well-educated and bilingual.

Zbigniew Stawowy—Forty-year-old native of Poland; fed up with the religious intolerance he and his family have experienced. As a Jew, he often finds himself and his people being blamed for the economic hard times. He is a baker by trade and everyone in his family speaks English.

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Poverty

Supporting Generalizations with Facts

The following statements are generalizations based on the information found in "Poverty" in *Current Issues.* If you agree with the generalization, list facts supporting it. If you disagree with the generalization, list facts refuting it.

1. The federal government cannot afford the social programs already in existence, much less expand them.

2. Tax-free empowerment zones are a poor investment of government money.

3. Government welfare perpetuates poverty instead of combating it.

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Women and Minorities

Discrimination Cases

Read each of the following fictional cases. Place a C in the blank if you think the ruling was correct and a W if you think it was wrong. Be ready to explain why you believe as you do.

____ 1. When an opening developed in a large corporation for a high-paying job, a less qualified white female employee got the promotion over a more qualified Hispanic man. In getting the promotion, the woman became the highest-ranking woman in the company. The Hispanic man sued the company demanding that he be given the job because he was more qualified. The white female employee countered by saying that if demoted she would have to go back to a job that paid considerably less.

The court ruled in favor of the Hispanic man.

____ 2. An African-American man was unable to get a promotion because he did not have the training necessary for the higher-level job. The reason for his lack of training was that his company discriminated against African Americans in its training programs years ago. He sued, demanding a promotion along with the special training needed for him to succeed in the higher-level job.

The court said he did not deserve the job because the company's job training program no longer discriminates. But the court also ruled that the company now had to train him and promote him the next time an appropriate job came along.

____ 3. A woman employed in manufacturing was unable to get a promotion in Company A because she lacked the training necessary for a higher-level job. However, she lacked training because she had been discriminated against by her previous employer—Company B. She sued Company B, demanding monetary compensation.

The court ruled against Company B and gave the woman the money.

____ 4. An African-American man working in industry was unable to get a promotion because his poor education made him less qualified than a white male applicant. His poor education was the result of attending inferior, segregated schools in the South in the 1950s. He went to court, claiming that federal affirmative action guidelines entitled him to the promotion. His company argued that even though they would like to promote him, he simply was not qualified to do the job.

The court, citing federal guidelines, forced the company to give the man the promotion and the training necessary to qualify him for the job.

____ 5. A Mexican-American woman, who recently became a citizen of the United States, was denied a promotion because her poor education made her less qualified than a white female applicant. Her poor education was the result of growing up in a nonsupportive environment in Mexico where her family was poor, her father abandoned the family at an early age, and she was never encouraged to excel in school. She went to court seeking the promotion under federal affirmative action guidelines, but her company argued that although they like to promote minorities, this woman simply did not have the skills to do the job.

The court agreed with the company, saying that the wrongs done to her did not take place in the United States, but rather in Mexico when she was a child. The court also said that, now that she is a citizen of the United States, she has an excellent opportunity to improve her skills and make herself more employable.

____ 6. An African-American woman's application to a highly competitive medical school was rejected because other applicants had higher scores on their entrance exams. Her father—a doctor—sent her to private schools and the state university. She did well in college, but could not quite score high enough to gain entry into the medical school she desired. She sued for entry under affirmative action guidelines.

The school admitted her over several higher-scoring white males.

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Defense

Defense Survey

Directions: For each item below, indicate with a check whether you agree or disagree. Be prepared to explain your position.

	Agree	Disagree
1. The best way to protect national security is to make the United States the strongest military power in the world.		
2. Because the economic well-being of the nation depends on securing adequate quantities of petroleum, the United States should do whatever is necessary to safeguard its sources.		
3. The United States should become part of a UN peacekeeping force, if such a force is necessary to maintain peace in a far-off country.		
4. The greatest threat to national security today is not military warfare, but economic warfare.		
5. It is in the best interests of the United States to encourage the fledgling democratic movements around the world by providing generous economic and technical assistance.		
6. Environmental disasters like oil spills, the greenhouse effect, and the destruction of the rainforest, while tragic and regrettable, have very little effect on the national security of the United States.		
7. Reducing the defense budget below its present level would seriously jeopardize American security.		
8. The United States should furthur reduce its nuclear arsenal.		

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Democracy and Human Rights

Universal Declaration of Human Rights

This universal declaration of human rights as common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of member states themselves and among the peoples of territories under their jurisdiction.

Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.

Article 2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional, or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing, or under any other limitation of sovereignty.

Article 3. Everyone has the right to life, liberty, and security of person.

Article 4. No one shall be held in slavery or servitude; slavery and slave trade shall be prohibited in all their forms.

Article 5. No one shall be subjected to torture or to cruel, inhuman, or degrading treatment, or punishment.

Article 6. Everyone has the right to recognition everywhere as a person before the law.

Article 7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9. No one shall be subjected to arbitrary arrest, detention, or exile.

Article 10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11. (1) Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense. (2) No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home, or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13. (1) Everyone has the right to freedom of movement and residence within the borders of each state. (2) Everyone has the right to leave any country, including his own, and return to his country.

Article 14. (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution. (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15. (1) Everyone has the right to a nationality. (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16. (1) Men and women of full age, without any limitation due to race, nationality, or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage, and at its dissolution. (2) Marriage shall be entered into only with the free and full consent of the intending spouses. (3) The family is the natural and fundamental group of society and is entitled to protection by society and the state.

Article 17. (1) Everyone has the right to own property alone as well as in association with others. (2) No one shall be arbitrarily deprived of his property.

Article 18. Everyone has the right to freedom of thought, conscience, and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship, and observance.

Article 19. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.

Article 20. (1) Everyone has the right to freedom of peaceful assembly and association. (2) No one may be compelled to belong to an association.

Article 21. (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. (2) Everyone has the right of equal access to public service in his country. (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22. Everyone, as a member of society, has the right to social security and is entitled to a realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social, and cultural rights indispensable for his dignity and the free development of his personality.

Article 23. (1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work, and to protection against unemployment. (2) Everyone, without any discrimination, has the right to equal pay for equal work. (3) Everyone who works has the right to just and favorable remuneration insuring for himself and his family an existence worth of human dignity, and supplemented, if necessary, by other means of social protection. (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25. (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control. (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26. (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27. (1) Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts, and to share in scientific advancement and its benefits. (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary, or artistic production of which he is the author.

Article 28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29. (1) Everyone has duties to the community in which alone the free and full development of his personality is possible. (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order, and the general welfare in a democratic society. (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30. Nothing in this Declaration may be interpreted as implying for any State, group, or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

After reading the Universal Declaration of Human Rights, answer the following questions.

1. The Declaration identifies three kinds of rights: (1) economic—rights dealing with survival and security; (2) cultural—rights dealing with dignity and self respect; and (3) political—rights dealing with participation in the political process and control over one's own life. Below, list three rights in each category that you consider most important.

Economic	Cultural	Political
1.	1.	1.
2.	2.	2.
3.	3.	3.

2. What are the similarities between the U.S. Bill of Rights and the Universal Declaration of Human Rights? What are some differences between the two documents?

3. If the members of the United Nations knew the rights they listed in the Declaration were more idealistic than realistic, why do you think they bothered to write them down? Are such rights attainable? Why or why not?

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Student Handout 15

International Trade

Fact-Finding Sheet

You have been asked to develop and defend a comprehensive plan for reducing the trade deficit. To do this, you must evaluate the strengths and weaknesses of one of the approaches being considered by the president. Consider the steps necessary to implement each approach and what factors might make it difficult to make your approach work. This fact-finding sheet will assist you with your evaluation. Answer each of the following questions.

Approach: ____________________________________

1. What are the strengths of this approach?

2. What are its weaknesses?

3. How likely is this approach to be adopted?

4. What factors might block it from being adopted?

5. What would have to occur for this approach to be accepted?

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World Poverty and U.S. Foreign Aid

Cost/Benefit Chart

Complete the cost/benefit chart for each issue.

1. The United States should eliminate foreign aid.

	Costs	Benefits
United States		
LDCs		

2. The United States should send foreign aid only to friendly governments.

	Costs	Benefits
United States		
LDCs		

3. The United States should promote family planning in less developed countries to stop population growth.

	Costs	Benefits
United States		
LDCs		

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Latin America

A Plea for More Understanding

Sometimes I try to imagine what my life would be like if my parents hadn't moved to America. I have a cousin in Mexico, and he had to quit school to go to work and help his family. He takes care of livestock and works as a laborer, while I play football and finish high school. I would be working, too, if we had stayed in Mexico.

I feel the difference between Mexico and the United States from the moment I land at the airport in Guadalajara, when we visit our relatives. Everything is a lot cleaner in the U.S., even the airports, and the contrast of the poverty in Mexico hits you right away.

But there is a lot more to Mexico than poverty. Americans have a stereotype that Mexicans are lazy lowriders who drive around in cars with dice hanging from the rearview mirror. I've also heard people say that Mexicans are thieves. Sometimes at school, my friends will say, if something's lost or missing, "Well, Minio probably stole it." Though I know they are only kidding, it bothers me.

"Just Another Mexican"

I've seen cartoons where Mexicans are portrayed as drunk and snoring under a cactus. These stereotypes can cause real trouble. My father is a diabetic who has to take medicine constantly. If he doesn't, then he gets lightheaded. Once, my father fell down the steps at the post office and someone called the police because they thought he was drunk. He was trying to explain about his diabetes, but his English isn't very good, and the police brought him home and wouldn't listen to him. I guess they thought he was "just another drunk Mexican."

Americans often don't know the best things about our culture. In Mexico, the families are a lot closer than here. In many families, the grandparents still live at home and help take care of the grandchildren while the parents work.

In the small villages, like the one where my mother was born, many people have adobe houses, which they build themselves. They bring in truckfuls of dirt and mix it with water to make the adobe bricks, and let them dry in the sun. Then they put their houses together brick by brick. Does that sound like a lazy people?

Mexicans are also very religious. I was baptized, took first communion, and got all the sacraments. In Mexico, even the smallest towns have a church.

Living here, it is hard to keep the Mexican traditions, but we try. There are times when I feel really American, as if I didn't have any Mexican roots at all. That's usually when I'm around my friends.

Feeling Mexican

Other times, I feel really Mexican, like when I go to charreadas (that's a rodeo with mariachi music and dancing, and Mexican food) and everyone only speaks Spanish. I feel I really fit in there.

In Mexico, they think everyone over here is rich, because in comparison most Americans are better off. When I visit my relatives in Mexico, I buy my cousins Cokes and bring them clothes, because they don't have much.

I live in America and I'm happy here, but Mexico is in my heart. When I'm there, I love the evening ritual of meeting friends in the center of town. About an hour after the sun goes down, everyone gets together in the plaza. The girls walk around the plaza in one direction, and the boys all walk in the opposite direction. We carry tightly rolled up balls of crepe paper called serpentinas, and we throw them around the girls we like, so they get tangled up.

One of the big problems that Mexico has is corruption. My parents and my uncles have told me that, in Mexico, if you commit a murder or some big crime, you can get out of it by bribing the higher officials.

Americans need to understand the good things about Mexico. And they need to understand why so many Mexicans come here looking for work, to escape the poverty and the corruption. When my uncles, who work here illegally, were picked up by the border patrol and sent back, one of the immigration agents was nice to them. He knew they would come back as soon as they could. "Oh well," he said to them, "if it weren't for you, I wouldn't have a job."

"A Plea for More Understanding" by Minio Plata with Naomi Marcus. Appeared in *Update*, November 1988. Reprinted by permission of Scholastic, Inc.

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Student Handout 18

The Middle East

Mideast Peace Proposals

Nation or interest group you represent: ______________________________

1. What is your primary objective?

2. What would be the ideal resolution of this situation for you?

3. What would be an acceptable compromise for you?

4. What outcomes would you be unwilling to accept?

5. What are you willing to offer to please all of the groups concerned?

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Russia

Events in U.S.-Soviet and U.S.-Russian History

Using *Current Issues* and other sources, list important events in U.S.-Soviet and U.S.-Russian relations in appropriate places along the timeline. Write a brief statement of the effect of each event on relations between the two countries and then rate each five-year period from 5 (very positive) to 1 (very negative).

Time Period	Event	Effect on U.S.-Soviet or U.S.-Russian Relations	Rating (1-5)
1945-49			
1950-54			
1955-59			
1960-64			
1965-69			
1970-74			
1975-79			
1980-84			
1985-89			
1990-present			

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Student Handouts

for lower-reading-level edition

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Student Handout 20

Learning New Information

The Federal Government

Who's Who? After reading "The Clinton Administration" and "The Congress," draw a line from each official in Column A to that person's description in Column B.

Column A	Column B
Donna Shalala	• State's attorney for Dade County before becoming attorney general
Leon Panetta	• Vice president of the United States
Warren Christopher	• Chancellor of the University of Wisconsin before becoming secretary of housing and urban development
Al Gore	• Head of the State Department; has promoted peace in the Middle East
Janet Reno	• Former U.S. representative from California and now chief of staff
Newt Gingrich	• Speaker of the House

Pass or Fail. First read "The Congress" chapter in *Current Issues.* Then, by placing a P for pass or an F for fail in the blank, tell if each of the issues listed below was passed by the 104th Congress or failed to pass.

1. _____ a balanced budget amendment to the Constitution
2. _____ welfare reform
3. _____ term limits for members of the U.S. Congress
4. _____ campaign finance reform
5. _____ lobbying reform

Understanding the Supreme Court. After reading "The Supreme Court," write T for true and F for false next to each statement. If the answer is false, change the statement to make it true.

____ 1. Supreme Court justices are appointed for ten years.

____ 2. The judge who leads the Supreme Court is called the chief justice.

____ 3. Supreme Court decisions can be appealed.

____ 4. Conservative justices always interpret a case conservatively; liberal justices always interpret a case liberally.

____ 5. The two newest Supreme Court justices are Ruth Bader Ginsburg and Clarence Thomas.

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Student Handout 21

The Budget Deficit

Learning New Information

What Would You Do? Look at the sidebar called "Money for Nothing" on page 42 of *Current Issues.* There you see what the $240 billion the government pays in interest each year would buy if it could be used for something else. On the back of this handout, list three projects or programs on which you would spend the money if you were the president of the United States. Also write one or two sentences explaining why you would spend the money for each of those projects.

Who Does What? In Column A are three main players in the budget process. In Column B are several things that those players do. Draw a line from one or more of the players in Column A to something they might do in Column B. Remember one player may do more than one thing.

Column A	**Column B**
The president	Has the power to appropriate federal money
	Relies on the Office of Management and Budget to develop a budget
Congress	Has the power to collect tax money
	Pays money to the government and gets money back from the government
	Administers programs funded by the federal government
The people	Tells government officials how federal money should be spent

The Word Is. You can fill in the blanks in the sentences below by paying attention to the words in bold type in your chapter.

1. When the president and Congress meet to discuss their differences and reach a compromise, they hold ________________________.
2. Congress______________________________ money when it gives that money for a specific use.
3. The federal government draws up an __________________________ each year which list the amount of money it has to spend on each program.
4. Americans measure their ________________________ by looking at the necessities and comforts they have in their day-to-day lives.

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Student Handout 22

Learning New Information

Constitutional Rights

Find the Best Word. Search for the word in *Current Issues* printed in bold lettering that best completes each sentence.

1. Taking something by legal means is called ____________________.
2. The money a person must pay to get out of jail before trial is ____________________.
3. Many people, including judges, try to explain or ____________________ the meaning of the Constitution.
4. A developing human from usually three months after conception to birth is called a ____________________.
5. A person younger than 18 years of age is a ____________________.

Constitutional Amendments. As you read, pay careful attention to the constitutional amendments mentioned in the chapter. Then, draw a line from the amendment in Column A to the best description in Column B.

Column A	Column B
First Amendment	• says that people accused of crimes do not have to testify against themselves
Fourth Amendment	• says that all races and genders must be treated fairly
Fifth Amendment	• gives freedoms of religion, speech, press, and assembly
Sixth Amendment	• protects people from unreasonable searches and seizures
Eighth Amendment	• prevents excessive bail and cruel and unusual punishment
Fourteenth Amendment	• promises a person a speedy trial with a jury

Legalized Abortion: Yes or No? Read "Abortion" and "The Debate" in *Current Issues.*

1. In one sentence, tell one reason why some people think abortion should remain legal.

2. In one sentence, tell one reason why some people think abortion should be illegal.

3. On a separate page, write a letter to the editor of your local newspaper stating your opinion about abortion.

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Crime and Drugs

The Best Word Is. As you read "Crime and Drugs," pay close attention to the words and terms printed in boldface type. Then, use them to complete each sentence below.

1. A young person who is not yet an adult is a ________________________________.
2. Money given for a specific use, such as hiring more police officers, is called a ______________________.
3. Supporters of gun control want owners to ______________ their handguns by placing their names on a list.
4. The lawyers who present the peoples' side in a court case are called the ___________________________.
5. The murder, or killing of another person, is called a ____.

Learning From Charts. Study the chart on page 71 and answer the following questions.

1. What was the crime most frequently committed in 1994? How many times was this crime committed?
2. How many murders were committed in 1994?
3. Of the seven crimes on this chart, which would you call violent crimes? Which would you call nonviolent crimes?

Next, turn to the chart on page 76.

4. How many people were in American prisons in 1994? About how many were in prison ten years before that?
5. What was the last year in which there were fewer than 1 million prisoners in U.S. jails and prisons?

What Do You Think? Some Americans have a bumper sticker on their car that reads, "Guns do not kill people. People kill people." With that slogan in mind, answer the following questions.

1. What do you think this bumper sticker means?
2. Would a member of the National Rifle Association place this bumper sticker on his or her car? Why or why not?
3. Would a supporter of the Brady Bill place this bumper sticker on his or her car? Why or why not?

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Learning New Information

Student Handout 24

The Economy

What Have I Read? As you read "The Economy," pay attention to the words in boldface or the headlines. They will help you draw a line from each word or term in Column A to its definition in Column B.

Column A	Column B
productivity	• amount of income a person receives that does not change
taxes	• money that individuals and businesses pay the government for public services
recession	• value of goods a person can produce in one hour
budget deficit	• occurs when the economy is not growing and unemployment increases
fixed income	• the difference between how much money the federal government spends and how much it takes in

Make a Choice. Think about what you have just read before choosing an answer.

1. Read the section on "Inflation" and choose the best answer.
   When inflation rises:
   a. wages increase.
   b. wages decrease.
   c. costs increase.

2. Read the section on "Recession" and choose the best answer.
   The U.S. government might try to end a recession by:
   a. increasing the federal interest rate to encourage savings.
   b. decreasing taxes to encourage spending.
   c. increasing taxes and spending more on social programs.

Current Issues for the Economy. Careful reading of the chapter will allow you to write short answers to each of the following questions.

1. What is the "income gap"?

2. Which economic class gets smaller as the income gap gets wider? Why?

3. Give one reason why some people think the federal government should switch to a flat tax.

4. Give one reason why some people think the federal government should not switch to a flat tax.

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Student Handout 25

Learning New Information

Education

What Is the Meaning of This? Match the words and terms in Column A with the best explanation in Column B by drawing a line between the two items.

Column A

local control

administrators

literacy

segregation

Great Society

magnet schools

Column B

- A plan to attract students by offering special classes
- Separating people by race
- Communities running schools instead of states or the federal government running schools
- Principals and superintendents
- Taking children from the neighborhood where they live to a school outside the neighborhood to balance the racial makeup of the school
- The ability to read and write
- President Johnson's plan to fight poverty

What Have I Read? After you have read "Education" in *Current Issues,* complete the following sentences.

1. President Clinton's plan to reach national education goals is called ________________________________.
2. A program started by President Johnson for preschool children of low-income families is called ________________.
3. Most tax money to support local schools comes from ____________________________ taxes.
4. Students who get loans from the government to go to college have to promise to _______________ the loans back after they graduate.

What Am I Looking At? Write an answer to each of the following questions after you have studied the photographs and chart.

1. Study the "More Education Means More Money" chart on page 98 in *Current Issues.*
    - Which adults will earn the most money in a lifetime?
    - Which adults will earn the least money in a lifetime?
    - In one sentence, tell what message you got from this chart.
2. Study the photograph on page 100 and read the caption.
    - In what ways is your school different from the school shown in the photo?
3. Study the photographs on pages 103 and 106 and read each caption.
    - Could a photographer come to your school and take photos like this with similar captions?

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Learning New Information

Student Handout 26

Environment

What's the Word? As you read the chapter on "Environment," pay close attention to the words or terms in boldface. Use them to complete the following sentences.

1. When a plant or animal species dies out, it has reached ____________________.
2. A natural area where plants and animals live is the ____________________.
3. Heating that occurs when carbon dioxide traps the Sun's heat near Earth's surface, causing the temperature to rise higher than normal, is known as the ____________________.
4. Certain areas where trash is buried are known as ____________________.

What Did I Read? After reading "Dangers to the Environment," draw a line from each danger in Column A to its description in Column B.

Column A	Column B
global warming	• Caused by air pollution in United States, this rain contains a high level of acid
toxic waste	• Garbage—including paper and yard waste
acid rain	• Poisonous materials left after a factory makes chemicals, metals, or plastics
nuclear waste	• Radioactive materials made by nuclear reactions
solid waste	• A rise in the temperature of the atmosphere

What Happens When? Decide what happens when the event in Column A takes place. Then, draw a line to that result in Column B.

Column A	Column B
When acid rain falls,	• polar caps may melt and the weather may change.
When ozone is lost,	• plants and animals find it hard to live in the soil, streams, and lakes.
When people create too much waste,	• they may have to recycle their own garbage.
When global warming takes place,	• people may get skin cancer or get sick and crops may be harmed.

Tell Us Your Opinion. After you read the chapter, answer the questions below.

1. What is one reason why communities should make people recycle certain items?
2. What is one reason why communities should not make people recycle certain items?
3. Do you think that communities should require people to recycle certain items? Why or why not?

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Health Care

Understanding What You Read. As you read "Health Care," pay attention to the word or terms in boldface. Use them to complete the sentences below.

1. In 1994, President Bill Clinton asked Congress to ______________, or change for the better, health care.
2. Members of Congress did not pass the Health Security Act because they thought it would bring higher taxes and more ________________________________, or rules.
3. President Clinton proposed the Health Security Act because many people cannot afford private ___________, which helps pay for medical bills.
4. A preventative treatment given by needle and drugs is called _____________________________.

Agree or Disagree? Read and think about the following sentence: "The government should give health care coverage to all Americans." Listed below are some statements that either agree or disagree with that sentence. Write S in the blank if the sentence *supports* the government giving health care to all Americans. Write O in the blank if the statement *opposes* the government giving health care to all Americans.

________ The government cannot afford to give health care to all Americans.

________ The United States is the only industrialized country that does not provide health care for all its citizens.

________ The United States should make smaller reforms to improve access to health care, without guaranteeing coverage for all Americans.

________ Many Americans want health insurance but cannot afford it.

________ Plans that would cover everyone cost too much.

________ Citizens need health care.

What Is Your Opinion? After reading the "Health Care" chapter, answer the following questions.

1. Write one reason why some people think the government should ask older Americans to pay more for Medicare.

2. Write one reason why some people think that the government should not ask older Americans to pay more for Medicare.

3. In one sentence tell what you think about asking older Americans to pay more for Medicare.

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Student Handout 28

Learning New Information

Immigration

What Is That Word? As you read "Immigration," pay close attention to the words in boldface type. Then, write down the word or term that is best defined below.

1. ____________ A person from another country
2. ____________ An opinion, usually negative, that is not based on fact
3. ____________ Thoughts or beliefs
4. ____________ A person who flees his or her home country for safety elsewhere
5. ____________ A pardon from the government
6. ____________ Ability to speak and understand two languages

Describe the Act. As you read "Immigration," pay careful attention to each immigration act mentioned. Then, draw lines from the acts in Column A to their descriptions in Column B.

Column A	**Column B**
Immigration Act of 1965	• Required immigrants to have a place to live in the United States and pass a security test; passed after World War II
McCarran-Walter Act of 1952	• Allows the president to admit a certain number of refugees each year
Displaced Persons Act of 1948	• Set an overall quota of 170,000 immigrants from the Eastern Hemisphere and 120,000 from the Western Hemisphere
Refugee Act of 1980	• Tried to stop the flow of illegal immigrants from Latin America; gave immigrants a chance to become citizens
Immigration Reform and Control Act of 1986	• Added ideology to nationality as a test for admission to the United States

A Letter to the Senator. First read "English Only?" in *Current Issues.* Then make believe that you are a skilled legal immigrant who cannot speak English. Write a letter on the back of this handout to your senator stating your support or opposition to the plan to make English the official language of the United States.

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Learning New Information

Student Handout 29

Poverty

What Have You Learned? After reading "Poverty," you should be able to draw a line from each word in Column A to a description that fits it in Column B.

Column A	Column B
Great Depression	• taking in more money than is spent
public assistance	• a reward that motivates people to do something
profitable	• financial help from taxpayers to low-income or unemployed workers
incentive	• a time of high unemployment and poverty in the 1930s
subsidize	• to give money or aid to

Helping People in Need. Read "Helping People in Need" in "Poverty" to find the name of the government program that best completes each sentence.

1. The program that was originally created by President Roosevelt to aid widowed mothers is called _________.
2. As part of President Johnson's Great Society, people with low incomes may receive subsidized medical care, known as __________________.
3. The largest social program, ________________, pays out money to retired people and their dependents.
4. To make sure that people with low incomes get enough to eat, the Department of Agriculture began the federal __________________ program.

Welfare—What Do You Think? Write a complete sentence to answer each of the following questions.

1. What is one idea that government officials have to reform welfare?
2. What is one reason why some people oppose welfare reform?
3. Why do you agree or disagree with the proposal that families on welfare can receive benefits for only five years?

What, Where, How? Write a short answer to each question.

1. What are empowerment zones?
2. Where will empowerment zones be started?
3. How will the government help businesses that start up in an empowerment zone?

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Student Handout 30

Women and Minorities

If I. As you read "Women and Minorities," pay careful attention to words and terms printed in boldface type. They will help you complete the following sentences.

1. If I am not being given my rights and freedoms as a citizen, I am being denied my ______________ rights.
2. If I form a negative opinion about someone without much information, I am guilty of ______________.
3. If I treat someone unfairly because of his or her gender or race, I am ______________ against that person.
4. If I joined an organized group of workers that was trying to improve working conditions and salaries for members, I would be a member of a ______________.
5. If I am married to someone, that person is my ______________.

A Picture Tells a Story. Answer each question after you have studied the photographs in "Woman and Minorities."

1. Look at the photo on page 160. Why could this picture not have been taken in 1996?
2. Look at the photo on page 163. What did Martin Luther King, Jr., want to happen after he gave his speech on the steps of the Lincoln Memorial in Washington, D.C.?
3. Look at the photo on page 169. Why did people with disabilities think they were being discriminated against?

What is the Meaning of This? Draw a line from the words or terms in Column A to the best explanation for each in Column B.

Column A	**Column B**
comparable worth	• laws that separated people by race
Plessy v. Ferguson	• "equal pay for equal work"
Jim Crow Laws	• said that segregation was legal, as long as facilities were equal
Voting Rights Act	• said that rights would not be denied because someone was male or female
Equal Rights Amendment	• prohibits poll taxes and voter intimidation

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Student Handout 31

Learning New Information

Defense

What Happened? After you read a section in "Defense," circle the letter of the answer that best fits.

1. Read "Goals of the U.S. Military."
   NATO was formed to oppose:
   - a. the Soviet Union.
   - b. Nazi Germany.
   - c. the Warsaw Pact countries.
   - d. both a and c.

2. Read "Using Force."
   The United States fought in Korea and Vietnam to:
   - a. protect oil imports to the United States.
   - b. throw out corrupt governments.
   - c. contain communism.
   - d. add new territory to the United States.

3. Read "The Changing Role of the U.S. Military."
   The United States sent soldiers to Haiti to:
   - a. feed starving Haitians.
   - b. restore a president who had been elected by the people.
   - c. keep Haitians from coming to the United States illegally.
   - d. fight communists.

4. Read "The War Powers Act."
   The War Powers Act restricts the power of:
   - a. the president.
   - b. the president and Congress.
   - c. Congress.
   - d. the Constitution.

The Word Is. Search for the word printed in bold lettering that best fits each of the following descriptions and write it in the blank.

1. The conflict between the United States and the Soviet Union from 1945 to 1990:________________________

2. Government decisions about how the United States will act toward other countries:______________________

3. The overthrow of an existing government by a small group of people:

Learning From a Chart. Study the chart "U.S. Defense Spending" on page 189 and answer the following.

1. In what year did the United States spend the most money for defense?

2. Since that year, in what year has the United States spent the least money for defense?

3. In one sentence, write what you have learned from this chart.

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Democracy and Human Rights

Learning New Information

Who's Free and Who's Not Free? By using the Map of Freedom on page 197, list five countries in the world that are free and five that are not free.

	Free	Not Free
1.		
2.		
3.		
4.		
5.		

A Letter to a Dictator. Read "Democracy and U.S. National Interests" on page 196 of *Current Issues.* Then, using the information from that reading and your own thoughts, write a one-page letter to an undemocratic dictator. In your letter you should tell the dictator why you think he is wrong and why his country should be a democracy. The dictator to whom you write can be an actual person or one you make up. Use the back of this handout for your letter.

Fill in the Blanks. After you have read "Democracy and Human Rights" in *Current Issues,* go back and review the words printed in dark type. You can find each of these words explained in a box on that page or the next page. After you know the meanings of all these words, complete each of the following sentences.

1. If I left my home because of war or other harsh conditions, I would be called a ____________________.
2. The body of elected officials who make laws in a democracy is called a ____________________.
3. The United States often treats friendly nations kindly because it is looking for ____________________ that have similar goals.
4. If someone treats me unfairly because of my race, gender, or religion, I am a victim of ________________.
5. Sometimes groups of people hold someone against his or her will to make a political statement. The person they are holding is called a ____________________.
6. If I run in an election for public office, I am a ____________________ for that office.

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Student Handout 33

International Trade

Numbers and More Numbers. As you read "International Trade," you will see a lot of numbers. Most will be years or dollars. After reading the chapter, draw a line from each "number" in Column A to the description that best fits in Column B.

Column A	Column B
1930	• U.S. trade deficit in 1995
1944	• Number of countries that took part in latest GATT talks
123	• One of the first years of the Great Depression
$59 billion	• Year when the Bretton Woods system was started
$111 billion	• U.S. trade deficit with Japan in 1995
1993	• Year when Congress approved NAFTA

Read and Think. Each of the following items will make you think. After you have read an assigned section, choose the answer that you think is correct.

1. Read "Protectionism" beginning on page 215.
   - If the U.S. government placed a quota on Japanese cars that were brought into the United States, the price of that car would probably:
     a. go up.
     b. stay the same.
     c. go down.
   - In one sentence, tell why you think your answer is correct.

2. Read "U.S. Trading Relationships" beginning on page 222.
   - Americans who do not like NAFTA, believe that the agreement will:
     a. ruin the Mexican economy.
     b. create too many low-paying jobs in the United States.
     c. cause thousands of U.S. jobs to move to Mexico.
   - In one sentence, tell what you think will happen because of NAFTA.

Chart and Cartoon Study. Answer the following questions after you study the "U.S. Trade Deficit" chart on page 220 and the cartoon on page 226.

1. What happened to the U.S. trade deficit between 1987 and 1991?

2. What happened to the U.S. trade deficit between 1991 and 1994?

3. What does the cartoon on page 226 tell you about what U.S. car dealers who sell Japanese luxury cars would think about high U.S. tarriffs on such cars?

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Nuclear Proliferation

What Have I Read? After you have read "Nuclear Proliferation" in *Current Issues*, complete each of the following sentences.

1. A rocket that carries nuclear weapons to a target is called a ________________________.
2. An agreement signed by leaders of two or more nations is called a________________________.
3. To take property by legal process is known as________________________.
4. The act of hiding something and transporting it illegally is called ________________________.
5. A collection of weapons is an________________________.

What's the Number? Use the chart on page 236 in *Current Issues* to find the number that will answer the following questions.

1. How many nuclear weapons did the United States have in 1990?

   How many nuclear weapons did the United States have in 1995?

2. How many nuclear weapons did the Soviet Union have in 1990?

   How many nuclear weapons did the Commonwealth of Independent States (CIS) have in 1995?

3. How many nuclear weapons does the United States expect to have in 2003?

   How many nuclear weapons does the CIS expect to have in 2003?

What Do You Think? After reading the "Nuclear Proliferation" chapter and studying the chart on page 236, tell us your opinion. In a short paragraph, tell why you think the number of nuclear weapons expected in 2003 is too high, too low, or about right.

Learning from a Cartoon. Study the cartoon on page 238 and answer the following questions.

1. What does the house on the right have in the garage?
2. What is the message of this cartoon?
3. Could a situation like the one shown in this cartoon actually happen? Is it likely to happen?

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Student Handout 35

Learning New Information

World Poverty and U.S. Foreign Aid

Fill in the Blanks. As you read "World Poverty," pay careful attention to the words and terms printed in boldface type. They will help you fill in the missing word or words in each of the following sentences.

1. Countries with low standards of living and weak economies are called ________________________countries.
2. People who do not get enough to eat or have to eat food that does not keep them healthy and strong are called ______________________________ people.
3. ________________________ is a condition in which people cannot afford to eat well or live comfortably.
4. Potential forms of wealth such as coal, oil, and fertile soil that nations have are called _____________ resources.

Nations in Need. As you are reading "World Poverty," pay careful attention to the countries that are mentioned in the chapter. There are also countries mentioned in the charts and photograph captions. After reading, draw a line from each of the countries in Column A to the best description in Column B.

Column A

Somalia

Israel

Rwanda

Egypt

Zaire

Column B

- a Middle Eastern country that gets the most U.S. aid
- an African country to which millions of refugees fled to escape civil war at home
- a poor African country where the United States sent soldiers to help feed the people
- a poor African country where civil war between two tribes led to a great deal of death and hunger
- North African country where the UN International Conference on Population and Development was held in 1994

Learning From Charts and Pictures. If you study the photographs and charts in "World Poverty," you will be able to answer these questions.

1. Look at the picture on page 248 and read the caption. Then, in one or two sentences tell why many people think that reducing population growth could help reduce world poverty.
2. Study the chart on page 251 called "Recipients of U.S. Aid." Then, by using a globe or a world atlas, answer these questions.
   - Which of these ten countries are in the Middle East?
   - Which of these countries are in South America?
   - Which of these countries are in Africa?
3. Study the chart on page 249 called "How Long Do We Live?" Then, write a one-sentence answer to the following question.
   - What does the information on this chart tell you about poverty and life span?

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Student Handout 36

East Asia

Fill in the Blanks. As you read "East Asia," pay close attention to the words or terms in boldface. Use these words to best complete each of the following sentences.

1. At the end of World War II, Japan could not make ____________________ as well as other industrialized countries because it had been making military equipment for many years.
2. The Japanese government has limited ____________________, or goods bought from other countries, from competing with Japanese goods.
3. Japan relies on international trade because it is an island with few ____________________, or a supply of materials that grow or occur in a certain place.
4. In 1994, many economists feared a series of trade barriers that countries impose on each other, or a ____________________, might have begun between the United States and Japan.
5. In 1989, many Chinese students and workers who wanted Deng to change China's political system ____________________, or gathered publicly, and shared views in Tiananmen Square.

What Is Your Opinion? In one complete sentence, answer the questions below about the U.S. relationship with China.

1. What is one reason why the United States should not promote trade with China until China improves human rights?
2. What is one reason why the United States should promote trade with China, whether or not China improves its human rights?
3. What do you think? Should the United States risk a split with China by recognizing the government of Taiwan?

Study the Map. Use the map on page 259 to answer the following questions.

1. What is the largest country in East Asia? What large country is located to its north?
2. What two East Asian island nations are large U.S. trading partners?
3. Name two communist countries that border on China.
4. If you traveled from Manila to Hanoi, over what sea would you fly?

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Europe

What Have I Learned? Choose a word or phrase from the list below to complete each sentence.

Yalta
Marshall Plan
GATT
nationalism

1. The love and respect of one's country, religion, culture, or ethnicity is called________________________.
2. At a meeting at____________________, Churchill, Stalin, and Roosevelt decided how they would divide Europe after World War II.
3. To help Europe rebuild after World War II, the United States gave Europe economic aid under the________________________________.
4. More than 100 nations have agreed to reduce trade barriers under a new trade agreement, called___________.

Yes or No? By carefully reading "Europe," you can answer each of the following questions with a yes or no.

1. Did European leaders agree to use a single system of money under the Maastricht Treaty?
2. Does the slogan, "When the United States has a cold, western Europe gets pneumonia," mean that the United States no longer wants to defend Europe?
3. Did Yugoslavia split up because of the fall of communism in the Soviet Union and eastern Europe?

Differing Opinions. Read the "Current Issues" and "The Debate" sections of the "Europe" chapter before writing an answer to each of the following questions.

1. Some people think that the U.S. economy would be helped if the United States gave aid to eastern Europe. Why do they think the United States would be helped?
2. Some people are afraid of sending U.S. aid to eastern Europe. What do they want to happen before the United States sends aid?
3. Why do some Americans think that the United States should keep peacekeeping troops in Bosnia?
4. Why do some Americans think the United States should remove its peacekeeping troops in Bosnia?

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Learning New Information

Student Handout 38

Latin America

What Country Is It? Read the Latin America chapter of *Current Issues.* Then, draw a line from each country in Column A to its description in Column B.

Column A	Column B
Mexico	• Ended a long civil war between the communist government and U.S.-supported contras in 1989
Haiti	• Former Portuguese colony and young democracy
Cuba	• Former French colony that United States threatened to invade if military refused to bring back Aristide as president
Nicaragua	• U.S. neighbor that is a part of NAFTA; leader in social and economic change in Latin America
Brazil	• Ninety miles away from Florida, this country was the Soviet Union's ally for more than thirty years

Famous People. Using the "Latin America" chapter as a guide, complete the following sentences using the names of Latin American leaders.

1. The newly elected president of Mexico, ____________________, is focusing on economic growth, just like the president before him, Carlos Salinas.
2. This reform candidate in Nicaragua, ______________________, defeated Daniel Ortega in 1990.
3. Chilean President _____________________ has helped make his country economically strong and the next likely member of NAFTA.
4. The leader of Cuba, ______________________, recently signed an agreement with the United States whereby he would stop the illegal flow of cubans to the United States if the U.S. government would allow up to 20,000 Cubans to enter the United States legally.

New Words. As you read "Latin America," pay attention to the words in boldface. Use these words to complete the following sentences.

1. The president of Mexico from 1988 to 1993, Carlos Salinas, carried out economic and social ____________.
2. The unrestricted exchange of goods between countries is called __________________________.
3. The United States placed a ________________________ against Nicaragua, which meant the United States stopped trading with Nicaragua.
4. The government of Colombia has trouble with the country's powerful ____________________________.

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The Middle East

Following the Time Line. After you have read and studied "Timeline of Arab-Israeli Events" on pages 310 to 314 in *Current Issues,* answer the following questions.

1. What two religious groups live in Palestine around the city of Jerusalem?
2. In what year did these two religious groups first go to war?
3. What event led to that war?
4. Which Arab country was the first to make peace with Israel?
5. Why is the year 1993 important to peace in the Middle East?

What Have I Read? After you have read "The Middle East" in *Current Issues,* complete each of the following sentences.

1. The murder of millions of European Jews by German Nazis is called the ____________________.
2. A small Middle Eastern country that has large numbers of both Christians and Muslims is ____________.
3. People who believe in strict observance of their religious beliefs are called ______________________.
4. Israel took the Gaza Strip, the Golan Heights, the West Bank, and the Sinai Peninsula in the ________War.
5. The leader of the Palestine Liberation Organization (PLO) is _______________.

Study the Map. Use the maps on pages 307 and and 313 of *Current Issues* to decide whether the following sentences are true or false.

____ 1. Israel has four Arab countries and the Mediterranean Sea on its borders.

____ 2. The Dead Sea borders on one side of the Gaza Strip.

____ 3. Amman, Jordan, is less than 100 miles from Jerusalem.

Study the Photo. Study the photo on page 316 in "The Middle East." Then write a short paragraph telling what you think an Israeli would have to say about this event and what a Palestinian would have to say about this event.

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Russia

What Did I Do? After you have read "Russia" in *Current Issues*, draw a line from each name in Column A to one quotation in Column B that that person could have said.

Column A	**Column B**
Boris Yeltsin	• I resigned on December 25, 1991, because there was no more Soviet Union to rule.
John Kennedy	• I signed the SALT I Treaty with Leonid Brezhnev.
Leonid Brezhnev	• I locked myself and other communists in the parliament to keep Yeltsin from holding elections.
Richard Nixon	• I threatened the Soviets with nuclear war if they did not take their missiles out of Cuba.
Mikhail Gorbachev	• I signed SALT II with U.S. President Jimmy Carter.
Alexander Rutskoi	• I started economic "shock therapy" in Russia after I became president.

Study the Map. Open *Current Issues* to page 325 and use the map of Russia and the other former Soviet republics to answer the following questions.

1. If you were in Finland and wanted to go to Japan, over what former Soviet republic would you fly?

2. If you were in South Korea and wanted to go to Kirghizstan, over what large Asian nation would you fly?

Every Picture (and Cartoon) Tells a Story. Write an answer to each of the following questions after you have studied the photographs and cartoon.

1. Look at the photographs on page 327 and page 337 in *Current Issues*.
   - How are these two pictures alike?
   - How are they different?
   - In one sentence, tell how the relationship between the United States and Russia has changed during the years between the times the two pictures were taken.

2. Look at the cartoon on page 335.
   - Who is the large figure supposed to be?
   - Who is the small figure supposed to represent?
   - In a sentence, tell what this cartoon says about the Russian government.

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